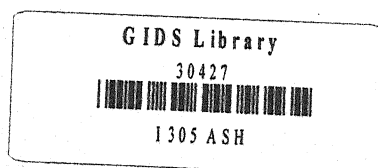


SOCIAL ASSESSMENT STUDIES  
OF  
DISTRICT FEROZABAD

Sponsored by  
U P EDUCATION FOR ALL PROJECT  
STATE PROJECT OFFICE  
LUCKNOW



Conducted by  
DR M S ASHRAF

IRI INSTITUTE OF DEVELOPMENT STUDIES  
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The Social Assessment Studies of the four districts had become possible due to the encouragement and support that we received from Prof. G.P. Mishra, Acting Director, Giri Institute of Development Studies, Lucknow. We are really indebted to him for his kind support at every stage of the studies.

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## CHAPTER I

### DISTRICT FERROZABAD

#### The District

The district of Ferozabad lies in the Western Region of Uttar Pradesh. The district was created by including parts of Agra and Mainpuri districts of the State in June 1989. The district is bounded by Etah in the North, Mainpuri in the East, Agra in the West, and Etawah in the South-East. This district is best known for its glass and bangle manufacturing industries world-wide.

The district of Ferozabad comprises an area of 2,362 square kilometres. This area is divided into three Tehsils, namely, Jasrana, Shikohabad and Ferozabad. These Tehsils are further divided into nine Community Development Blocks, namely, Narkhi, Ferozabad, Tundla, Eka, Khergarh, Jasrana, Shikohabad, Araon and Madanpur. Out of the three Tehsils, two namely, Jasrana and Shikohabad were taken from Mainpuri and Ferozabad was added from district Agra, to make the district. Further, Ferozabad comprises 815 villages out of which 795 are inhabited while 20 are uninhabited. There were 645 Gram Sabhas, 79 Nyaya Panchayats and 4 Nagar Palikas in 1991-92.

## Population

In 1991 the total population of Ferozabad was 15,33,044. Of this 54.6 per cent (8,36,926) were males and the rest 45.4 per cent (6,96,128) were females. Scheduled Castes makes up roughly 19 per cent (2,95,564) of the population while in the State they make up 21.04 per cent. Scheduled Tribes are almost non-existent with only 120 persons in the district. About 73.3 per cent of Ferozabad's population (11,25,494) lives in rural areas and 26.7 per cent (4,07,550) in urban areas. A higher proportion of urban population is due to the concentration of glass industry in urban areas of the district. The proportion of the urban population in the state, in comparison, is much lower at 19.84 per cent. The density of population in 1990-91 in Ferozabad was 649 persons per square kilometre which is much higher than the state's average of 473. Further the sex ratio for the same year in the district was 832 females per thousand males which is lower than the state average of 879.

In Ferozabad the main workers were 27.1 per cent of the total population which is lower than the state's percentage of 29.7. Further in rural areas they are 27.5 per cent of the population and in urban areas they are 26.2 per cent. Out of the main workers, 59.34 per cent work in the primary sector (in U.P. 73.08 per cent work in this sector) and Ferozabad ranks 55th in the state (of 63 districts) in this respect. In the secondary sector 20.93 per cent of

Ferozabad's working population is engaged (8.9 per cent in the state) and it ranks 4th in this respect. The tertiary sector employs 19.73 per cent of the main workers (18.02 per cent in the state) and stands 20th in the state in this respect. Female workers were only 3.79 per cent of the total working population in the district.

### **Infrastructural Facilities**

Ferozabad is served by a length of 1,006 kilometres of mettaled road out of which the Public Works Department manages 857 kilometres. The district is also served by a length of 53 kms. of Railway lines and has 11 Railway Stations.

The district has a total number of 795 inhabited villages, out of which in 1991-92 693 (87.2 per cent) were electrified including 238 Harijan Bastis. All the nine towns were electrified. Out of the total electricity consumed 40.76 per cent (1991-92) is consumed by the agricultural sector in the district.

Safe drinking water is a major problem in Uttar Pradesh. In Ferozabad, however, all the 795 villages and 9 towns have sources of safe drinking water. Some of these villages and towns have also been provided with handpumps and taps by the

government. 343 tubewells have also been fitted in the district by the government.

In 1990-91 the total cropped area in Ferozabad was 248 thousand hectares out of which 70.6 per cent (175 thousand hectares) was irrigated. The net irrigated area was 85.63 per cent (152 thousand hectares) of net sown area. The main sources of irrigation in the district are tubewells which irrigate 84.06 per cent of the total irrigated area comprising 1,29,075 hectares. In 1991-92 there were 343 government and 3,072 private tubewells and pumpsets in the district. Next, in order of importance are 465 kms. long canals that irrigate 15.09 per cent (23,005 hectares) of total irrigated land. Wells irrigate 0.06 per cent while lakes and ponds cover 0.02 per cent of irrigated land. Other sources irrigate 0.14 per cent.

The number of Community Health Centres/Primary Health Centres in the district is 33. There are also 10 Allopathic and 15 Homeopathic Hospitals and 16 Maternity and Child Health Centres in Ferozabad. Sub-Centres number 234. This means that for every Sub-Centre there are 4,810 people (1991-92), who can avail of the medical facilities. The CHC/PHC covered an average rural population of 34,106 persons. Family Planning is an important issue to-day. The position of the district with regard to it is, however, not satisfactory as only 21.11 per cent of the eligible couples are effectively protected by contraception as against 34.54 per cent in the State as a whole. Ferozabad ranks 58th out

of 63 districts in the state in this respect. Among those effectively protected 5.76 per cent preferred sterilization while 15.35 per cent preferred spacing methods. In 1991-92 there were 144 Post Offices in the district, 23 in urban areas and 121 in rural areas. In the same year there were 3,443 telephone connections in the district. In 1991-92 there were 93 branches of different kinds of Banks including 50 belonging to the Nationalised Banks, 1 to other bank, 30 branches of Rural Banks, 9 branches of Co-Operative Bank, and 3 branches of Co-Operative Agriculture and Rural Development Bank. In the same year there were 80 Co-Operative Credit Societies with 1,03,138 members.

## **Economy**

The economy of Ferozabad is based mainly on agriculture although the district is known world-wide for its glass making and bangles manufacturing industry. The main workers in the district are 27.1 per cent of the population. Of them 44.1 per cent are cultivators and 14.7 per cent agricultural labourers. The economic condition of 58.8 per cent of the main workers is poor. 61.98 per cent of the total holdings in the district are of less than one acre in size covering only 23.16 per cent of the total cultivable

area and 20.94 per cent of holdings were between 1-2 hectares covering 24.4 per cent of the total area. So, 82.92 per cent of the holdings were less than 2 acres in size covering only 47.56 per cent of cultivated area. 18.6 per cent of workers are engaged in non-family businesses (in Ferozabad bangles and glass making). 7.7 per cent of the main workers are also engaged in trade (which in the case of Ferozabad also relates to bangle and glass items). Other occupations engage a very small percentage of main workers : transport 2.4 per cent, construction 1.2 per cent, animal husbandry 0.6 per cent, family businesses 1.1 per cent and other activities 9.6 per cent.

In Ferozabad the net sown area is 178 thousand hectares. The main crops sown in the area are foodgrains (with a production of 372 thousand metric tonnes in 1990-91) and potato (with a production of 176 thousand metric tonnes). Oilseeds and sugarcane are also sown in the district.

As mentioned earlier, Ferozabad is famous for its bangles and glass making. This sector engages 18.6 per cent of the main workers. 7.7 per cent of the main workers are also engaged in mainly the trade of these products in the area. The products manufactured here are for varied purposes. The items produced here fulfil the household demand as well as the demand for sophisticated and scientific use in laboratories. On the basis of the different activities and kinds of glass products the glass industry in Ferozabad can be classified into five categories :

- (a) Glass Ware Industry
- (b) Glass Bangle Industry
- (c) Glass Block Making Industry
- (d) Glass Blades Industry
- (e) Glass Pottery Industry

At present there are about 600 glass manufacturing units in the district located in different localities of the town and suburbs.

In 1991-92 there were 879 small scale units employing 11,416 people in the district. Employment opportunities in the district are insignificant except in the glass industry.

### **Educational Scenario in the District**

According to Census 1991 in Uttar Pradesh, the literacy rate was 41.6 per cent and it ranked fourth from the lowest among all the states followed only by Arunachal Pradesh, Rajasthan and Bihar. The state of female literacy in Uttar Pradesh is even more unenviable at only 25.31 per cent. In 1991, the literacy rate for rural areas was 36.66 per cent for all persons and only 19.02 per cent for females.

In the light of the following information the state of literacy in the district is better than that of the state. The district ranks 22nd in the state in this respect. The literacy rate in Ferozabad was 46.3 per cent in 1991 as against 41.6 per cent in the state. The literacy rates among males and females in the district were also higher than in the state (males 59.76 and females 29.85 per cent as compared to the state's 55.73 and 25.31 per cent respectively). The comparative literacy scene of Ferozabad and Uttar Pradesh is presented in Table 1.

Table 1 : LITERACY RATES BY SEX AND RESIDENCE (1991)

Population	Ferozabad	Uttar Pradesh
Total	46.30	41.60
Rural	42.13	36.66
Urban	57.63	61.00
Male (Total)	59.76	55.73
Female (Total)	29.85	25.31
Male (Rural)	57.47	52.11
Female (Rural)	23.13	19.02
Male (Urban)	66.10	69.98
Female (Urban)	47.64	50.38

The state of literacy in the rural areas of Ferozabad (males and females both) is also better than that of the state. In Ferozabad in rural areas the literacy rate is



42.13 per cent whereas in U.P. it is only 36.66 per cent. For rural males and females this percentage is 57.47 and 23.13 compared to 52.11 and 19.02 for the state. On the contrary, the literacy rate in urban areas of the district, both for males and females, is lower than that for the state. In Ferozabad the literacy rate for the urban areas is 57.63 per cent as compared to 61 per cent for U.P. For urban males and females in the district this rate is 66.10 per cent and 47.64 per cent respectively. As compared to it 69.98 per cent of males and 50.38 per cent of females were literate in Uttar Pradesh.

Table 2 shows the percentage difference in literacy by sex and residence in both Ferozabad and Uttar Pradesh.

Table 2 : PERCENTAGE DIFFERENCE IN LITERACY RATES

Population	Ferozabad	Uttar Pradesh
Male - Female (Total)	29.91	30.43
Male - Female (Rural)	34.34	33.09
Male - Female (Urban)	18.46	19.60
Urban - Rural	15.50	24.34
Urban - Rural (Male)	8.63	17.87
Urban - Rural (Female)	24.51	31.36

As has been said before there is a big gap between the literacy rates of males and females and between urban and

rural areas. In U.P. the gap in literacy between the urban and rural areas is 24.34 while in Ferozabad this gap is significantly lower (15.30 per cent). Between the males and females the gap is of the order of 30.43 per cent in U.P. and in Ferozabad it is 29.91 per cent. In rural areas the literacy gap between males and females is quite large, i.e. 33.09 per cent in U.P. and in Ferozabad it is at 34.34 per cent. In urban areas the gap between males and females is 19.60 per cent for U.P. and for the district it is 18.46 per cent. The gap in urban-rural male literacy in U.P. is 17.87 per cent while in Ferozabad it is 8.63 per cent. The gap between urban-rural female literacy in the state is of 31.36 per cent while in the district it is 24.51 per cent. Thus, the position of the district with regard to per cent difference in urban-rural, urban-rural male and urban-rural female literacy was better than at the state level.

Table 3 : EDUCATIONAL SCENARIO OF DISTRICT FEROZABAD

Educational Level	No. of Schools		No. of Students		No. of Teachers	
	Total	Girls	Total	Girls	Total	Females
Junior Basic	645	—	171450	60978	2519	637
Senior Basic	112	29	48755	13783	403	96
Higher Secondary	70	14	53445	16572	1023	101
Degree	10	—	10183	—	263	—

The educational scenario in the district during 1994-95 can be seen from Table 3. There were 645 Junior Basic Schools in which 1,71,450 students including 60,978 girls were enrolled. There were 2,519 teachers in these schools out of which 637 were females. Of the 112 Senior Basic Schools 29 were for girls. A total of 48,755 children were enrolled in these schools of which 13,783 were girls. Of the 403 teachers 96 were females. There were 70 Higher Secondary Schools also of which 14 were for girls in which 53,445 children were enrolled including 16,572 girls. Of the 1,023 teachers 101 were females. There were 10 degree colleges in the district having 10,183 students and 263 teachers.

Table 4 : BLOCK-WISE LITERACY RATES IN DISTRICT FEROZABAD

Block	Literacy Rates		
	Total	Male	Female
Narkhi	43.82	58.12	25.94
Ferozabad	39.69	54.79	20.82
Tundla	42.66	58.74	22.56
Eka	38.73	55.38	18.40
Khergarh	39.76	55.05	20.89
Jasrana	40.81	56.54	21.09
Shikohabad	41.39	56.22	22.95
Araon	43.91	59.23	24.96
Madanpur	47.92	62.95	29.75
Total (Rural)	42.13	57.47	23.13

Table 4 shows the literacy rates in different blocks of the district. As can be seen from the Table, block Eka has the lowest literacy and block Mandanpur has the highest. As far as the rates for males and females are concerned block Madanpur has the highest literacy rate for both males and females. The lowest literacy rates for males are in block Ferozabad and that for females in block Eka.

As far as education is concerned there are 645 Junior Basic Schools, 112 Senior Basic Schpols, 70 Higher Secondary Schools and 10 Degree Colleges in Ferozabad. This means that in 1994-95 there were 42 Junior Basic Schools, 7.3 Senior Basic Schools, 4.6 Higher Secondary Schools and 0.7 Degree Colleges per lakh population (Census 1991) in the district.

The student-teacher ratio is also an important indicator of the conditions of school education. For Junior Basic Schools in 1993-94 the students-teacher ratio in Uttar Pradesh was 59 whereas in Ferozabad this ratio was higher at 65. In 1994-95 this ratio for the state increased to 62 and in Ferozabad it infreased to 68. For Senior Basic Schools the students-teacher ratio in 1994-95 for U.P. was 41.4 while in Ferozabad this ratio was excessively high at 120.98. For Higher Secondary Schools the ratio for U.P. was 58.3 while for Ferozabad it was lower at 52.2. At the Degree level also the students-teacher ratio was lower for Ferozabad than for the state. For U.P. this ratio was 43.89 in 1994-95 and 38.72 for Ferozabad.

The comparative position with regard to the number of Junior Basic Schools, students and teachers both in the state and Ferozabad during 1993-94 and 1994-95 can be seen from Table 5. Table 5 also shows the average number of students per school, girls per school, teachers per school and also lady teachers per school. As can be seen from the table, there has been an increase in the number of schools, students both total and girls and teachers both total and female from 1993-94 to 1994-95 for both the state as well as the district. The average number of students per school in U.P. has increased from 197.67 in 1993-94 to 203.92 in 1994-95. The average number of girls per school in the state has increased from 74.81 in 1993-94 to 78.88 in 1994-95. In Ferozabad the average number of students per school has

**Table 5 : COMPARATIVE POSITION OF JUNIOR BASIC EDUCATION IN FEROZABAD AND UTTAR PRADESH**

	Ferozabad		Uttar Pradesh	
	1993-94	1994-95	1993-94	1994-95
No. of Schools	609	645	79522	82023
<u>Students</u> : Total	161124	171450	15719201	16726514
Girls	56070	60978	5949291	6469996
<u>Teachers</u> : Total	2483	2519	267678	270179
Females	632	637	49128	49566
Average Students per School	264.57	265.80	197.67	203.92
Girls per School	92.07	94.54	74.81	78.88
Teachers per School	4.08	3.91	3.37	3.29
Lady Teachers per School	1.04	0.99	0.62	1.65

remained almost the same while the number of girls per school has increased marginally from 92.07 to only 94.54 during the same period. However, an unhealthy trend in the education system can be discerned from the fall in the average number of teachers per school both for the state as well as for the district. In U.P. the average number of teachers per school fell from 3.37 in 1993-94 to 3.29 in 1994-95. In Ferozabad this average fell from 4.08 to 3.91 during the same years. The average number of lady teachers per school in the district has also fallen from 1.04 in 1993-94 to 0.99 in 1994-95. However, at the state level this trend has reversed, i.e. the average number of lady teachers per school has increased from 0.62 to 1.65 during the same period.

The gross enrolment ratio and the drop out rates in Uttar Pradesh are as follows :

Table 6 : GROSS ENROLMENT RATIO (1991) AND DROP-OUT RATES (1988-89) IN UTTAR PRADESH

	Total	Male	Female
<u>Gross Enrolment Ratio</u>			
General	81.39	98.59	62.26
Scheduled Castes	67.03	91.80	39.40
Scheduled Tribes	95.28	114.20	74.23
<u>Drop-Out Rates</u>			
Class I-V	46.89	50.30	48.96

As can be seen from Table 6 the enrolment ratio for ST is better than that for the general population. The data on enrolment ratio and drop-out rates for Ferozabad is not available, but since the literacy rates as well as the average number of students per school in Ferozabad are higher than that for the state as a whole, it can be safely assumed that the enrolment ratio in Ferozabad is higher than that for U.P. and that the drop-out rates are lower.

### The Selected Blocks

Some of the basic characteristics of the blocks selected in Ferozabad for the study (as per the 1991 Census) are presented in Table 7.

**Table 7 : SOME CHARACTERISTICS OF POPULATION OF SELECTED BLOCKS**

Block	Popula- tion	Sche- duled Castes (%)	Back- ward Castes (%)	Literacy Percentage		
				Male	Female	Total
Shikohabad	130015	19.42	N.A.	56.22	22.95	41.39
Jasrana	86252	14.32	N.A.	56.54	21.09	40.81
Ferozabad	160715	18.41	N.A.	54.79	20.82	39.69
Tundla	131535	26.00	N.A.	58.74	22.56	42.66
Narkhi	138727	31.00	N.A.	58.12	25.94	43.87

The literacy rate in the district (46.30 per cent) is better than the state's average and it ranks 22nd in the state in this respect. In the area of male literacy (59.76 per cent) the district ranks 29th, whereas in the area of female literacy it ranks 19th (29.85 per cent).

Table 8 : SOME INFORMATION ABOUT THE SELECTED BLOCKS

Information	Chiko- habad	Jasrana	Feroza- bad	Tundla	Narkhi
No. of Villages	109	65	102	64	88
No. of Gram Sabhas	63	46	73	49	59
No. of Nyaya Panchayats	10	7	10	8	9
Females per 1000 males	816	818	812	816	820
1981-91 Population					
Growth Rate	21.7	20.6	17.1	13.7	21.0
Density of Population	537	374	591	527	503
Estimated Population in					
6-11 years	19532	12408	24389	25698	23215
Junior Basic Schools	76	70	82	89	88
Senior Basic School (Total)	17	16	17	19	20
Senior Basic School (Girls)	2	3	2	4	3
High School/Intermediate	2	2	3	3	7
Degree Colleges	-	-	-	-	-
% Enrolled in JBS	65.05	67.0	70.0	65.0	77.0
Students per Teacher in					
JBS	61.00	53.7	50.4	52.0	52.9
Schemes in operation					
for Girl child	-	-	-	-	-
Schemes for SC children	Scholar- ship	Scholar- ship	Scholar- ship	Scholar- ship	Scholar- ship
Schemes for ST children	Scholar- ship	Scholar- ship	Scholar- ship	Scholar- ship	Scholar- ship
Schemes for Muslim children	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)	Scholar- ship (Not for all)
Schemes for All Students	3 kg. wheat p.m. per student	3 kg. wheat p.m. per student	3 kg. wheat p.m. per student	3 kg. wheat p.m. per student	3 kg. wheat p.m. per student



Among the blocks selected for the Social Assessment Study Narkhi has the highest literacy and Ferozabad has the lowest. Among males highest literacy is seen in block Tundla and lowest in Ferozabad. Ferozabad also has the lowest literacy for females. In the selected blocks highest literacy rate among females is found in Narkhi.

Information provided by the district officials of the Education Department about the selected blocks is presented in Table 8.

### **The Selected Villages**

Out of a total of nine blocks in the district, five were selected for the study. From each of the blocks two villages were selected on the basis of discussion with the Education Officials. The villages were selected keeping in mind (a) a sizeable population of disadvantaged group, especially from the perspective of education, i.e. the Scheduled Castes and Muslims; and (b) where the situation with regard to enrolment/drop-out of girls and disadvantaged children is either especially bad or particularly good. The villages selected from the five blocks are listed in Table 9.

Table 9 : SOME CHARACTERISTICS OF THE SELECTED VILLAGES

Block	Villages	Population				% of liter- rates (App- rox.)	No. of child- ren in 6-11 years	Enrol- ment rate (Approx)	Primary School	
		Total	SC	BC	Muslim				Pub- lic	Pri- vate
Shikohabad	Labhaua	1300	108	-	140	55	225	74.22	Yes	No
	Diktoli	700	160	-	80	25	115	54.78	Yes	No
Jasrana	Akbarpur	1050	240	545	-	55	205	80.49	Yes	No
	Kutubpur Naglagani	750	75	382	-	22	127	52.76	Yes	No
Ferozabad	Naglamulla	1225	-	-	980	60	252	73.41	Yes	No
	Fatehpur	668	60	-	510	20	125	36.00	Yes	Yes
Tundla	Naglarati	1075	498	-	45	60	205	78.05	Yes	Yes
	Tundli	765	355	-	-	36	135	68.15	Yes	Yes
Narkhi	Rudupaharpur	900	465	-	-	35	172	72.67	Yes	Yes
	Nagla Shikandar	875	495	-	65	55	135	81.48	Yes	No

The four villages in block Tundla and Narkhi were selected as about half of the population in these villages belonged to the Scheduled Castes. The villages in Tundla - Naglarati and Tundli - had 46.32 and 46.40 per cent of population belonging to Scheduled Castes respectively. In block Narkhi in village Rudupaharpur and Nagla Shikandar 51.67 and 56.8 per cent of the population belonged to the Scheduled Castes respectively. The two villages in block

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Jasrana had more than half the population belonging to the Backward Castes. The villages Akhbarpur Kutubpur and Naglaghani had 51.9 and 50.9 per cent of Backward Castes population respectively.

In Ferozabad the two villages Naglamulla and Fatehpur were selected due to a high percentage of Muslim population (80.0 and 76.35 per cent respectively). In Block Shikohabad the two villages were selected because the character of their population was mixed. The villages are Labhaua and Diktoli. The village data shows a positive relationship between the enrolment rate and literacy rate. The data also shows that the enrolment rate does not have any relationship with the existence of also a private school in the village.

## CHAPTER II

### SOCIO-ECONOMIC PROFILE OF THE SAMPLE RESPONDENTS

In the sphere of education, the socio-economic background of the children plays an important role. Thus, in this chapter, a brief profile of the socio-economic conditions of the sample respondents, i.e., the heads of households is provided. The present Social Assessment Study was designed to cover a sample of households from the villages selected for this purpose, so as to have an idea of the opinion and attitude of the parents about the education of their children.

For the purpose of the present study two villages were selected from each of the five blocks for the Focus Group Discussion. From each of these villages 10 households were selected on a simple random basis. The heads of these households were interviewed to find out the conditions of schooling of their children, their attitude towards the school system of education and the education of their children in general and girls in particular.

As far as the socio-economic background of the respondents is concerned the age and sex are important in relation to their attitude towards education of children in general and girls in particular. In Ferozabad 90 per cent of

the respondents from the 10 selected villages were males and only 10 per cent were females. In the villages Diktoli (block Shikohabad), villages Akbarpur Kutubpur and Naglaghani

**Table 1 : SEX-WISE AND AGE-WISE DISTRIBUTION OF SAMPLE RESPONDENTS OF FEROZABAD DISTRICT**

Block	Villages	Respondents			Age Group of Respondents					
		Male	Female	Total	Upto 30		31-45		46+	
					Male	Female	Male	Female	Male	Female
Shikohabad	Labhaa	8	2	10	3	1	4	1	1	-
		(80.0)	(20.0)	(100)	(30.0)	(10.0)	(40.0)	(10.0)	(10.0)	-
	Diktoli	10	-	10	1	-	7	-	2	-
		(100.0)		(100)	(10.0)		(70.0)		(20.0)	
Jasrana	Akbarpur	10	-	10	3	-	6	-	1	-
	Kutubpur	(100.0)		(100)	(30.0)		(60.0)		(10.0)	
	Naglaghani	10	-	10	2	-	4	-	4	-
		(100.0)		(100)	(20.0)		(40.0)		(40.0)	
Ferozabad	Naglamulla	9	1	10	-	-	7	1	2	-
		(90.0)	(10.0)	(100)			(70.0)	(10.0)	(20.0)	
	Fatehpur	8	2	10	3	-	4	2	1	-
		(80.0)	(20.0)	(100)	(10.0)		(40.0)	(20.0)	(10.0)	
Tundla	Naglarati	10	-	10	1	-	7	1	1	-
		(100.0)		(100)	(10.0)		(70.0)	(10.0)	(10.0)	
	Tundli	9	1	10	1	-	7	1	1	-
		(90.0)	(10.0)	(100)	(10.0)		(70.0)	(10.0)	(10.0)	
Narkhi	Ruduprahapur	9	1	10	-	1	7	-	2	-
		(90.0)	(10.0)	(100)		(10.0)	(70.0)		(20.0)	
	Nagla Sikandar	7	3	10	1	-	4	3	2	-
		(70.0)	(30.0)	(100)	(10.0)		(40.0)	(30.0)	(20.0)	
Total		90	10	100	15	2	57	8	18	-
		(90.0)	(10.0)	(100)	(15.0)	(2.0)	(57.0)	(8.0)	(18.0)	

(block Jasrana) and village Naglarati (block Tundla), all the respondents were males. In village Naglamulla (block Ferozabad), village Tundli (block Tundla), village Rudupaharpur (block Narkhi) 90 per cent of the respondents were males. In the remaining villages their proportion was in between 70 per cent and 80 per cent. Moreover, 65 per cent of the respondents (57 per cent males 8 per cent females) belonged to the middle age (31-45 years) group; 17 per cent of the respondents were young, i.e. below 30 years of age and 18 per cent were above 46 years in age.

Table 2 : CASTE-WISE DISTRIBUTION OF RESPONDENTS

Block	Villages	General Castes	Scheduled Castes	OBC	Muslims
Shikohabad	Labhaua	3(30.0)	4(40.0)	3(30.0)	-
	Diktoli	2(20.0)	3(30.0)	3(30.0)	2(20.0)
Jasrana	Akbarpur Kutubpur	-	-	10(100.0)	-
	Naglaghani	-	-	10(100.0)	-
Ferozabad	Naglamulla	-	-	-	10(100.0)
	Fatehpur	-	-	-	10(100.0)
Tundla	Naglarati	-	9(90.0)	-	1(10.0)
	Tundli	-	10(100.0)	-	-
Narkhi	Rudupahapur	-	8(80.0)	2(20.0)	-
	Nagla Sikandar	-	10(100.0)	-	-
Total		5(5.0)	44(44.0)	28(28.0)	23(23.0)

Table 3 : EDUCATIONAL BACKGROUND OF RESPONDENTS

Block	Villages	Educational Background									
		Illiterate		Literate		Upto Primary		Upto High School		Above High School	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Shikohabad	Labhaua	-	2 (20.0)	-	-	1 (10.0)	-	5 (50.0)	-	2 (20.0)	-
	Diktoli	2 (20.0)	-	1 (10.0)	-	1 (10.0)	-	5 (50.0)	-	1 (10.0)	-
Jasrana	Akbarpur	4 (40.0)	-	-	-	-	-	-	-	6 (60.0)	-
	Kutubpur	4 (40.0)	-	-	-	-	-	-	-	6 (60.0)	-
Ferozabad	Naglaghani	8 (80.0)	-	-	-	1 (10.0)	-	1 (10.0)	-	-	-
	Naglamulla	4 (40.0)	1 (10.0)	1 (10.0)	-	1 (10.0)	-	3 (30.0)	-	-	-
Tundla	Fatehpur	3 (30.0)	2 (20.0)	1 (10.0)	-	2 (20.0)	-	2 (20.0)	-	-	-
	Naglarati	2 (20.0)	-	-	-	1 (10.0)	-	2 (20.0)	-	5 (50.0)	-
Narkhi	Tundli	-	-	-	-	2 (20.0)	-	4 (40.0)	-	3 (30.0)	1 (10.0)
	Rudupaharpur	6 (60.0)	1 (10.0)	-	-	1 (10.0)	-	2 (20.0)	-	-	-
Nagla Sikandar	Nagla	1 (10.0)	1 (10.0)	1 (10.0)	-	-	1 (10.0)	3 (30.0)	1 (10.0)	2 (20.0)	-
	Sikandar	1 (10.0)	1 (10.0)	1 (10.0)	-	-	1 (10.0)	3 (30.0)	1 (10.0)	2 (20.0)	-
Total		30 (30.0)	7 (7.0)	4 (4.0)	-	10 (10.0)	1 (1.0)	27 (27.0)	1 (1.0)	19 (19.0)	1 (1.0)

Caste, like age is also important in our socio-economic set-up, as it determines the attitude towards education. 44 per cent of the respondents in the selected villages of the district belonged to the Scheduled Castes. In villages Tundli and Nagla Sikandar all the respondents were of this caste. 28 per cent of the respondents belonged to the Other Backward Castes. In both the villages of block Jasrana all the respondents belonged to the Other Backward Castes. 23 per cent of the respondents were Muslims. In villages Naglamulla and Fatehpur all the respondents were Muslims.

The educational background of a person determines his/her attitude towards education and his/her perception of school education. The educational opportunities of a child are determined to a large extent by the educational level of the head of the family. In the sample villages of district Ferozabad 37 per cent of the respondents were illiterate while 4 per cent were literate without formal schooling. Of the 59 per cent educated 11 per cent had studied upto the Primary level; 28 per cent upto the High School level; and, 20 per cent above the High School level. In all, the educational background of the sample of heads of households is not at all bad. But in villages Rudupaharpur, Naglamulla and Labhaia all the female respondents were illiterate.

The occupations of the respondents have been shown in Table 4. It is important to note that 45 per cent of the respondents were wage labourers and another 25 per cent



cultivators. Only 16 per cent of the respondents were into trade/business, 13 per cent into service and 1 per cent in other occupations.

Table 4 : OCCUPATIONAL BACKGROUND OF RESPONDENTS

Block	Villages	Occupation				
		Culti- vators	Wage Labour	Busi- ness	Service	Other
Shikohabad	Labhaua	4 (40.0)	5 (50.0)	1 (10.0)	—	—
	Diktoli	1 (10.0)	6 (60.0)	2 (20.0)	1 (10.0)	—
Jasrana	Akbarpur Kutubpur	5 (50.0)	4 (40.0)	1 (10.0)	—	—
	Naglaghani	7 (70.0)	1 (10.0)	1 (10.0)	1 (10.0)	—
Ferozabad	Naglamulla	2 (20.0)	1 (10.0)	4 (40.0)	3 (30.0)	—
	Fatehpur	2 (20.0)	6 (60.0)	2 (20.0)	—	—
Tundla	Naglarati	—	4 (40.0)	3 (30.0)	2 (20.0)	1 (10.0)
	Tundli	1 (10.0)	3 (30.0)	1 (10.0)	5 (50.0)	—
Narkhi	Rudupaharpur	1 (10.0)	8 (80.0)	1 (10.0)	—	—
	Nagla Sikandar	2 (20.0)	7 (70.0)	—	1 (10.0)	—
Total		25 (25.0)	45 (45.0)	16 (16.0)	13 (13.0)	1 (1.0)

The income of a person depends wholly on his/her occupation. Since a large number of the respondents in the selected villages of district Ferozabad were wage earners and cultivators, they were not earning very much. The family income of 46 per cent of the respondents was between Rs.8,000 and 11,000 annually and of 29 per cent was between Rs.11,000

**Table 5 : INCOME-WISE DISTRIBUTION OF FAMILIES OF SAMPLE RESPONDENTS**

Block	Village	Income (Annual)			
		Upto 8000	8001- 11000	11001- 18000	18001 +
Shikohabad	Labhauda	2(20.0)	5(50.0)	3(30.0)	-
	Diktoli	-	6(60.0)	2(20.0)	2(20.0)
Jasrana	Akbarpur Kutubpur	2(20.0)	4(40.0)	4(40.0)	-
	Naglaghani	2(20.0)	6(60.0)	2(20.0)	-
Ferozabad	Naglamulla	-	3(30.0)	4(40.0)	3(30.0)
	Fatehpur	2(20.0)	3(30.0)	4(40.0)	1(10.0)
Tundla	Naglarati	-	3(30.0)	4(40.0)	3(30.0)
	Tundli	-	3(30.0)	3(30.0)	4(40.0)
Narkhi	Rudupaharpur	2(20.0)	7(70.0)	1(10.0)	-
	Nagla Sikandar	1(10.0)	6(60.0)	2(20.0)	1(10.0)
Total		11(11.0)	46(46.0)	29(29.0)	14(14.0)

and 18,000 annually. Only families of 14 per cent of the respondents were better off than the others, earning annually Rs.18,000 and more. 11 per cent of the families of selected respondents can be classified as very poor, since they were earning even less than Rs.8,000 annually. In the sample, the families of 57 per cent of respondents can be classified as those living below the poverty line.

### CHAPTER III

#### PROBLEM IDENTIFICATION AND MEASURES SUGGESTED BY PARENTS

The objective of the Social Assessment Studies was to understand the basic problems with regard to education of children belonging to the socially and educationally backward groups, i.e. the Scheduled Castes, Scheduled Tribes and Muslims, in general and the girl child in particular.

Besides conducting Focus Group discussions in the selected villages a sample of ten households was also selected for interviewing their heads through a structured Interview Schedule. The procedure adopted for selecting the sample of blocks, villages and the households was as under.

Since the data on enrolment and drop-out rates at the block level was not available, we selected the blocks on the basis of a higher proportion of population of the socially and educationally backward groups.

Therefore, two blocks were selected having a larger proportion of the Scheduled Castes population. One block was selected as it had a higher proportion of Muslim population. The fourth block was selected as it had a higher proportion

of the Backward Castes population. The fifth block was selected on the basis of its mixed character of population. There were no Scheduled Tribes in the district.

Thus, block Tundla and Narkhi were selected for having a larger proportion of the Scheduled Castes population, block Ferozabad for having a higher proportion of Muslim population and block Jasrana for having larger proportion of Other Backward Castes in its population. Block Shikohabad was selected for the mixed character of its population in which neither the Scheduled Castes nor Backward Castes nor Muslims had any significantly sizeable population.

Two villages in each block were selected after discussions with the block level education officials. The criteria for selecting the villages was : (a) a sizeable population of the group on the basis of which the concerned block was identified; and (b) the percentage of children in 6-11 years age group enrolled in school. One of the villages was selected on the basis of high and the other with low enrolment rates. Since data on village-wise enrolment rates was not available, the opinion of the education officials formed the basis of selection of the villages.

From each village a sample of ten households were selected and their heads interviewed. The selection of the sample of households was done on purposive random basis as

only those households were selected which had school going age children; who were either enrolled in schools, had been enrolled in the past but had dropped out; or, who had never been enrolled.

### **Enrolment**

The Table 1 shows that in the one hundred households of the ten selected village of the district there were 272 children in 6-11 years age group, i.e. an average of 2.2 children per family. Among them a total of 187 were enrolled (84.2 per cent) in schools. The enrolment rates for boys was 84.0 per cent and for girls 84.5 per cent. The significant point to note is that there is no difference in the enrolment rates of boys and girls and, in fact, the enrolment rate among girls was slightly higher than among boys. In the sample households in the village Naglamulla (block Ferozabad), village Naglarati (block Tundla) and village Nagla Sikandar (block Narkhi) the enrolment rates for girls in the age group of 6-11 years were 100 per cent. In village Naglarati, all the school going age children in the sample households were enrolled.

**Table 1 : VILLAGE-WISE AND SEX-WISE NUMBER OF CHILDREN IN SCHOOL GOING AGE, NUMBER AND PERCENT ENROLLED IN SCHOOLS**

Block	Village	Total Children			Children Enrolled			Per Cent Enrolled		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SHIKOHABAD	Labhaae	12	7	19	11	6	17	91.6	85.7	89.5
	Diktoli	14	10	24	11	8	19	78.6	80.0	79.2
JASRANA	Akbarpur Kutuhpur	10	11	21	9	10	19	90.0	90.9	90.5
	Nagla Ghani	11	7	18	8	5	13	72.7	71.4	72.2
FEROZABAD	Naglamulla	9	16	25	8	16	24	88.9	100.0	96.0
	Fatehpur	11	8	19	6	3	9	54.5	37.5	47.4
TUNDLA	Naglarati	10	12	22	10	12	22	100.0	100.0	100.0
	Tundli	15	12	27	13	10	23	86.7	83.3	85.2
NARKHI	Rudupaharpur	10	12	22	8	9	17	80.0	75.0	77.3
	Nagla Sikandar	17	8	25	16	8	24	94.1	100.0	96.0
TOTAL		119	103	222	100	87	187	84.0	84.5	84.2

Table 2 shows caste-wise enrolment rates in all the 100 families of 10 villages of the district. The enrolment rates among the children belonging to the General Castes was 100 per cent, among boys and girls both. Among the Scheduled Castes 89.5 per cent children were enrolled, 91.1 per cent of boys and 87.8 per cent of girls. The enrolment rate for Other Backward Castes children was 79.7 per cent, 77.4 per cent of boys and 82.1 per cent of girls and among Muslim children 75.5 per cent were enrolled, 70.8 per cent boys and 80.0 per

cent of girls. It is to be noted here that the enrolment rate for girls was slightly lower than that for boys in the case of Scheduled Castes children while a larger proportion of girls belonging to the Muslim and Other Backward Caste families were enrolled as against boys. The enrolment rate for the school going age children in the sample families was highest for the General Castes and lowest for Muslims.

**Table 2 : CASTE-WISE AND SEX-WISE NUMBER OF CHILDREN IN SCHOOL GOING AGE, NUMBER AND PER CENT ENROLLED IN SCHOOLS IN THE TEN SELECTED VILLAGES**

Caste	Children in Families			Children Enrolled in Schools		
	Boys	Girls	Total	Boys	Girls	Total
General	8	1	9	8(100.0)	1(100.0)	9(100.0)
Scheduled Caste	56	49	105	51(91.1)	43(87.8)	94(89.5)
O.B.C.	31	28	59	24(77.4)	23(82.1)	47(79.7)
Muslims	24	25	49	17(70.8)	20(80.0)	37(75.5)
TOTAL	119	103	222	100(84.0)	87(84.5)	187(84.2)

Among the 100 households surveyed, 35 out of the 222 children (15.8 per cent) in the 6-11 years age group were not going to school. Among girls, the non-enrolled were 15.5 per cent while among boys such children constituted 15.9 per cent. The reasons for non-enrolment of children belonging to different caste groups are given in Table 3.



**Table 3 : REASONS FOR NON-ENROLMENT OF CHILDREN OF DIFFERENT CASTE GROUPS IN THE  
TEN SELECTED VILLAGES OF THE DISTRICT**

(Multiple Responses) N=35

Reasons for Non-Enrolment	General Caste		S.C.		O.B.C.		Muslims		Total	
	Boys (N=0)	Girls (N=0)	Boys (N=5)	Girls (N=6)	Boys (N=7)	Girls (N=5)	Boys (N=7)	Girls (N=5)	Boys (N=19)	Girls (N=16)
Long distance of school	-	-	-	1 (16.7)	-	2 (40.0)	-	4 (80.0)	-	7 (43.8)
Child lack interest	-	-	-	-	2 (28.6)	-	-	-	2 (10.5)	-
Poor Economic Condition of family	-	-	3 (60.0)	6 (100.0)	5 (71.4)	5 (100.0)	6 (85.7)	5 (100.0)	14 (73.7)	16 (100.0)
Insincere teachers in School	-	-	1 (20.0)	-	3 (42.9)	-	1 (14.3)	-	5 (26.3)	-
Inconvenient School timings	-	-	1 (20.0)	1 (16.7)	-	-	1 (14.3)	3 (60.0)	2 (10.5)	4 (25.0)
Needed for family Occupation	-	-	4 (80.0)	4 (66.7)	7 (100.0)	3 (60.0)	6 (85.7)	2 (40.0)	17 (89.5)	9 (56.3)
Needed for Household Work	-	-	-	5 (83.3)	1 (14.3)	3 (60.0)	2 (28.6)	4 (80.0)	3 (15.8)	12 (75.0)
Needed for Care of Siblings	-	-	-	1 (16.7)	-	1 (20.0)	-	-	-	2 (12.5)
No lady teachers in School	-	-	-	4 (66.7)	-	3 (60.0)	-	2 (40.0)	-	9 (56.3)

The most important reason for non-enrolment of girls in the sample households was poor economic condition of the family (100 per cent), followed by the explanation that they were needed for the household work (75 per cent); they were needed for family occupation (56.3 per cent) and there were no lady teachers in the school (56.3 per cent). The long distance of the school was also an important reason for not schooling girls (43.8 per cent). It seems that the poor economic conditions of the family force the elders, both male and female, to work and earn and, therefore, the responsibility of doing the household work rests on the young school going age girls. These girls also help the parents in the family occupation. It is, however, to be noted that a sizeable proportion of the respondents also felt inhibited in sending their daughters to school in the absence of lady teachers and due to the long distance of the school.

As far as the reasons for non-enrolment of boys is concerned, it was found that since they were needed for the family occupation they were not sent to school. A large majority of the respondents maintained that the poor economic condition of their family (73.7 per cent) and need of boys to help in the family occupation (89.5 per cent) does not permit them to enroll their children in school and lose direct or indirect earnings. The other reasons cited for non-enrolment of boys included 'child lacks interest' (10.5 per cent) and 'insincere teachers in school (26.3 per cent).

## Regularity in Attendance

The respondents were asked whether those of their children who were enrolled in school were regular in attending their classes? The respondents reported that out of 100 boys and 87 girls enrolled in schools 79 boys and 73 girls were regular. Thus, 79.0 per cent of the boys were regular in their schools as compared to 83.9 per cent of the girls.

**Table 4 : CASTE-WISE AND SEX-WISE DISTRIBUTION OF REGULAR AND IRREGULAR CHILDREN IN SCHOOL IN THE TEN SELECTED VILLAGES**

Caste	Boys (N=100)		Girls (N=87)		Total (N=187)	
	Regular	Irregular	Regular	Irregular	Regular	Irregular
General	8 (100.0)	-	1 (100.0)	-	9 (100.0)	-
Scheduled Castes	42 (82.4)	9 (17.6)	33 (76.7)	10 (23.3)	75 (79.8)	19 (20.2)
Other Backward Castes	18 (75.0)	6 (25.0)	22 (95.7)	1 (4.3)	40 (85.1)	7 (14.9)
Muslims	11 (64.7)	6 (35.3)	17 (85.0)	3 (15.0)	28 (75.7)	9 (24.3)
TOTAL	79 (79.0)	21 (21.0)	73 (83.9)	14 (16.1)	152 (81.3)	35 (18.7)

Table 4 shows that 81.3 per cent of the total children enrolled (boys and girls both) were reported as regular, i.e. they attended school for 21 days or more in a month. It is, however, important to note that the proportion of regular girls was higher than the proportion of regular boys. Caste-wise, the highest proportion of regular boys as well as girls belong to the General Castes (100 per cent). Among girls, those who were reported regular included 95.7 per cent belonging to the families of the Other Backward Castes, 85.0 per cent to the Muslim and 76.7 per cent to the Scheduled Castes. Of the boys reported as regular 82.4 per cent belong to the Scheduled Castes, 75 per cent to the Other Backward Castes, 64.7 per cent to the Muslim families. Thus, the General Caste boys and girls were reported equally regular while among the Scheduled Castes a higher proportion of boys were reported as regular. Among the Other Backward Castes and Muslim families a significantly higher proportion of girls were reported as regular.

The respondents were further enquired about the number of days their children had attended the school during the last month. The details of the caste-wise responses are presented in Table 5.

All the children belonging to the General Castes were reported as regular during the last month. Among boys belonging to the Scheduled Castes 21.6 per cent had attended school for only 16-20 days during the last month. Among the

Other Backward Castes, 25 per cent of boys were reported irregular during the last month out of which 16.7 per cent had attended the school for 16-20 days while 8.3 per cent had attended for upto 10 days only. About one-third (35.3 per cent) of the Muslim boys had been irregular during the same period. Among them 29.5 per cent attended the school for 16-20 days and 5.8 per cent for 11-15 days.

**Table 5 : CASTE AND NUMBER OF DAYS CHILDREN ATTENDED SCHOOL.  
LAST MONTH IN TEN SELECTED VILLAGES**

Caste	No. of days attended School									
	Boys					Girls				
	Upto 10	11-15	16-20	21+	Total	Upto 10	11-15	16-20	21+	Total
General	-	-	-	8	8	-	-	-	1	1
				(100.0)	(100.0)				(100.0)	(100.0)
Scheduled Castes	-	-	11	40	51	-	-	14	29	43
			(21.6)	(78.4)	(100.0)			(32.6)	(67.4)	(100.0)
Other Backward Castes	2	-	4	18	24	-	1	-	22	23
	(8.3)		(16.7)	(75.0)	(100.0)	(4.3)		(95.7)	(100.0)	
Muslims	-	1	5	11	17	-	1	2	17	20
		(5.8)	(29.5)	(64.7)	(100.0)	(5.0)	(10.0)	(85.0)	(100.0)	
TOTAL	2	1	20	77	100	-	2	16	69	87
	(2.0)	(1.0)	(20.0)	(77.0)	(100.0)	(2.3)	(18.4)	(79.3)	(100.0)	

Among the girls who were reported as irregular in school during the last month included 32.6 per cent of the Scheduled Castes who had attended the school for 16-20 days; 15 per

cent of the Muslims (10 per cent attended for 16-20 days while 5 per cent attended for 11-15 days); and, 4.3 per cent of the Other Backward Castes (who attended the school for 11-15 days).

A further question in relation to the generally irregular students was asked to explore their activities during their absence from school. The question was 'what do they do if they don't attend their school?' The analysis of the data has been done for irregular boys and girls separately on caste basis. The data is presented in Table 6.

**Table 6 : CASTE-WISE DISTRIBUTION OF CHILDREN AND THEIR ACTIVITIES WHEN THEY DON'T ATTEND SCHOOL**

Activities	Caste									
	General		S.C.		O.B.C.		Muslims		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Domestic Work/ Care of Sibling	-	-	3 (33.3)	-	1 (16.7)	-	1 (16.7)	-	5 (23.8)	-
Look after cattle	-	-	2 (22.2)	7 (70.0)	-	-	-	3 (100.0)	2 (9.5)	10 (71.4)
Agriculture Re- lated Work	-	-	-	-	1 (16.7)	-	1 (16.7)	-	2 (9.5)	-
Engagement in Remunerative Work	-	-	-	-	-	-	-	-	-	-
Does Nothing, Just play	-	-	4 (44.5)	3 (30.0)	4 (66.6)	1 (100.0)	4 (66.6)	-	12 (57.2)	4 (28.6)
<b>TOTAL</b>	-	-	9	10	6	1	6	3	21	14

The main activity in which the girls remain engaged during their absence from school is care of family cattle (71.4 per cent). Among those who were reported as irregular all the girls belonging to the Muslim and 70 per cent to the Scheduled castes families generally looked after their family cattle during their absence from school. Further, 28.6 per cent of the girls do nothing and just play during their absence from school.

More than half of the irregular boys (57.2 per cent) do not engage themselves in any activity and just waste their time in playing with other children while 23.8 per cent of the irregular boys generally remain engaged in domestic work/care of sibling during their absence from school. They belong to the Other Backward Castes and Muslim families. Some of the irregular boys generally look after the family cattle, and agricultural work (9.5 per cent each).

### **Drop-Outs**

After studying the enrolment and regularity in attendance in school we probed about the children who had left the school without completing their studies. The data is presented in Table 7.



**Table 7 : SEX-WISE DISTRIBUTION OF CHILDREN WHO DROPPED OUT AND WHO WERE NEVER ENROLLED IN SCHOOL IN THE TEN SELECTED VILLAGES**

Sex	No. of Children Dropped-Out	No. of Children Never Enrolled	Total Children Not Enrolled at Present
Boys	11 (57.9)	8 (42.1)	19
Girls	8 (50.0)	8 (43.3)	16
TOTAL	19 (54.3)	16 (45.7)	35

Out of a total of 35 children in selected 100 households who were at present out of schools 54.3 per cent had joined a school earlier but left it without completing their studies. The remaining 45.7 per cent were those children who had never joined a school. The percentage of drop-outs among girls was lower (50.0 per cent) than among boys (57.9 per cent). A further analysis of the data indicate that the highest percentage of boys leave their studies in Class IV (31.4 per cent), closely followed by Class III (31.6 per cent). Relatively, a lesser proportion of children dropped out in Classes I, II or V. In Table 8 we present a detailed data on caste-wise and class-wise distribution of drop-outs among boys and girls.

Looking at Table 8 we find that there were no drop-outs among the children belonging to the General Castes. A larger



**Table 8 : CASTE-WISE AND CLASS-WISE DISTRIBUTION OF CHILDREN WHO DROPPED-OUT OF SCHOOL IN TEN SELECTED VILLAGES**

Caste	Class in which Dropped					Total
	I	II	III	IV	V	
<u>Boys</u>						
General	-	-	-	-	-	-
Scheduled Castes	-	1 (20.0)	1 (20.0)	3 (60.0)	-	5
O.B.C.	-	1 (33.3)	2 (66.7)	-	-	3
Muslims	-	-	1 (33.3)	2 (66.7)	-	3
TOTAL	-	2 (18.2)	4 (36.4)	5 (45.4)	-	11
<u>Girls</u>						
General	-	-	-	-	-	-
Scheduled Castes	-	1 (20.0)	2 (40.0)	1 (20.0)	1 (20.0)	5
O.B.C.	1 (50.0)	-	-	1 (50.0)	-	2
Muslims	1 (100.0)	-	-	-	-	1
TOTAL	2 (25.0)	1 (12.5)	2 (25.0)	2 (25.0)	1 (12.5)	8
<u>TOTAL CHILDREN</u>						
General	-	-	-	-	-	-
Scheduled Castes	-	2 (20.0)	3 (30.0)	4 (40.0)	1 (10.0)	10
O.B.C.	1 (20.0)	1 (20.0)	2 (40.0)	1 (20.0)	-	5
Muslims	1 (25.0)	-	1 (25.0)	2 (50.0)	-	4
TOTAL	2 (10.5)	3 (15.8)	6 (31.6)	7 (36.8)	1 (5.3)	19

percentage of children among the Scheduled Castes and Muslims left their studies in Class IV while a larger percentage of Other Backward Castes children dropped out in Class III. Further, of those who left their studies incomplete, 75 per cent. of Muslims, 70 per cent of the Scheduled castes and 60 per cent of the Other Backward Castes dropped out in Classes III and IV.

The data further shows that among the drop-out boys about 45 per cent had left their studies in Class IV as against 25 per cent of the girls. Again, the percentage of boys was higher (36.4 per cent) than that of the girls (25.0 per cent) who left their studies in Class III. 25 per cent of the drop-out girls had left the school in Class I itself whereas none of the boys had dropped-out in the first year of their schooling. Also, no case of drop-out among boys was reported in the last year of primary classes whereas 12.5 per cent of the drop-out girls had left the school in Class V.

Caste-wise, 66.7 per cent of the drop-out boys among Muslim and 60 per cent among the Scheduled Castes children had left their studies in Class IV while among the drop-out boys from the Other Backward Castes families 66.7 per cent had left in class III. Among the drop-out girls, 40 per cent from the Scheduled Castes families had left their studies in Class III, among the Other Backward Castes children 50 per cent each had dropped in Classes I and IV while the lone drop-out among Muslim girls had left her studies in Class I.

The reason as explained by the respondents, for leaving the studies incomplete by the children in their families are given in Tables 9 and 10.

**Table 9 : CASTE-WISE DISTRIBUTION OF REASONS FOR DROP-OUT AMONG BOYS.**

(Multiple Responses)

Reasons	Caste				Total (N=11)
	General (N=0)	S.C. (N=5)	O.B.C. (N=3)	Muslims (N=3)	
Inability to bear School expenses	-	4 (80.0)	3 (100.0)	3 (100.0)	10 (90.9)
Household Work	-	2 (40.0)	3 (100.0)	3 (100.0)	8 (72.7)
Earning to improve fam- ily's economic condition	-	3 (60.0)	2 (66.7)	2 (66.7)	7 (63.6)
No utility of school education	-	1 (20.0)	-	-	1 (9.1)
Child's lack of Interest	-	1 (20.0)	1 (33.3)	1 (33.3)	3 (27.3)
Illness	-	1 (20.0)	-	2 (66.7)	3 (27.3)
Inconvenient School Timings	-	2 (40.0)	-	-	2 (18.2)
Teachers indifferent Attitude towards student	-	1 (20.0)	1 (33.3)	-	2 (18.2)
Harsh Behaviour of Teacher	-	-	1 (33.3)	1 (33.3)	2 (18.2)
Irregular/Uncommitted Teacher	-	2 (40.0)	3 (100.0)	1 (33.3)	6 (54.5)

A total of 11 boys belonging to the families of the respondents had dropped-out from schools. Among them 5 belong to Scheduled Castes and 3 each to the Other Backward Castes and Muslim families.

The multiple reasons for drop-out reflect the poor economic conditions of the families as in almost all the cases of drop out among boys inability of parents to bear school related expenses was mentioned as a cause while in 72.7 per cent of cases 'household work' was mentioned as a cause for drop-out. In 63.6 per cent of the cases boys were engaged in earning to add to the family income. There were also some education and school related reasons for leaving studies incomplete. The education related reasons included 'Child's lack of Interest' (27.3 per cent) and 'No utility of School Education' (9.1 per cent). Among the school related reasons were irregular/ uncommitted teacher (54.5 per cent), 'Inconvenient school timing' (18.2 per cent), 'Teachers indifferent attitude towards students' (18.2 per cent) and 'Harsh behaviour of Teachers' (18.2 per cent).

In Table 10 we present the reasons for leaving the studies incomplete by girls belonging to the families of the respondents.

Table 10 : CASTE-WISE DISTRIBUTION OF REASONS FOR DROP-OUT  
AMONG GIRLS.

(Multiple Responses)

Reasons	Caste				Total (N=8)
	General (N=0)	S.C. (N=5)	O.B.C. (N=2)	Muslims (N=1)	
Inability to bear School expenses	-	5 (100.0)	2 (100.0)	1 (100.0)	8 (100.0)
Domestic Work	-	4 (80.0)	2 (100.0)	1 (100.0)	7 (87.5)
Looking after Siblings	-	4 (80.0)	1 (50.0)	1 (100.0)	6 (75.0)
Opposition in family over sending of young girls to school	-	-	1 (50.0)	-	1 (12.5)
No lady teachers in School	-	3 (60.0)	2 (100.0)	1 (100.0)	6 (75.0)
No utility of school education	-	-	-	1 (100.0)	1 (12.5)
Inconvenient School timings	-	2 (40.0)	2 (100.0)	1 (100.0)	5 (62.5)
Teacher's indifferent attitude	-	3 (60.0)	-	-	3 (37.5)
Irregular/Uncommitted Teacher	-	3 (60.0)	1 (50.0)	1 (100.0)	5 (62.5)
Waste of time - No proper teaching in school	-	1 (20.0)	-	-	1 (12.5)

Like the reasons given for leaving the studies incomplete by boys the multiple reasons for dropping-out of schools by girls indicate economic compulsions as a major cause. The reasons cited by the respondents include :  
'Inability to bear school expenses' (100.0 per cent);

'Domestic work' (87.5 per cent); and 'Looking after siblings' (75.0 per cent). These reasons indicate poor economic conditions of the households. The elder ladies in these households go out of their houses to work and in their absence the responsibility of routine household work becomes that of the young school going age girls.

Some of the other important reasons were school related such as : 'No lady teachers in school' (75.0 per cent); 'Inconvenient school timings' (62.5 per cent); 'Irregular/Uncommitted teachers' (62.5 per cent); 'Teacher's indifferent attitude' (37.5 per cent); and 'No proper teaching in school' (12.5 per cent). Such conditions discouraged the parents to send their daughters to school.

As stated earlier a total of 35 children (19 boys and 16 girls) were not enrolled in schools. They belong to 27 of the 100 families selected for interview of their heads. Among them 25 respondents replied positively and 2 replied negatively when they were asked whether they 'would like to send their non-school going children to school and see that he/she completes studies?'

The next question that was asked related to the conditions under which it will be possible for them to (a) enroll their non-school going children; (b) see that regularity of their children is maintained in attending the school; and (c) see that the children complete their school education. The conditions are presented in Table 11.



**Table 11 : RESPONDENTS' CONDITIONS UNDER WHICH EDUCATION OF THEIR CHILDREN WOULD BE POSSIBLE**

(Multiple Responses)

Conditions	For Enrolment (N=25)	Regularity in Attendance (N=25)	Completing Education (N=25)
School at convenient distance	2 ( 8.0)	1 ( 4.0)	1 ( 4.0)
Free supply of books, stationery & uniform and stipend to children of poor families	21 (84.0)	11 (44.0)	7 (28.0)
Dedicated and Regular Teachers/ Adequate behaviour of Teachers/ Teachers with good manners	8 (32.0)	7 (28.0)	4 (16.0)
School must have some lady Teachers	7 (28.0)	6 (24.0)	6 (24.0)
Education must have some practical utility/technical education and Home Science for girls	7 (28.0)	9 (36.0)	18 (72.0)
School timing & holiday pattern should match the routine life in village	4 (16.0)	4 (16.0)	3 (12.0)
Introduce play-way method of teaching in early classes/teaching through recreational activities	4 (16.0)	2 ( 8.0)	3 (12.0)
Separate School for girls	6 (24.0)	6 (24.0)	4 (16.0)
Facility of learning Urdu/Availability of Urdu Teachers	4 (16.0)	3 (12.0)	2 ( 8.0)

The significant conditions described by the respondents for the enrolment of their non-school going children were :

(i) Free supply of books, stationery, uniform and stipend to all children belonging to the poor families (84.0 per cent); (ii) adequate, dedicated and regular teachers (32.0 per cent); (iii) school must have some lady teachers (28 per cent); (iv) education must have practical utility, technical education/Home Science for girls (28.0 per cent); (v) separate school for girls (24.0 per cent). Among the major conditions expressed by the respondents were : one, related to their weak economic condition for which they demanded free supply of learning material, as well as uniform for the school going children; two, conditions related to the school, i.e. dedicated and regular teachers and school must have lady teachers; and, the rest two related to the policy with regard to the primary education, i.e. technical education for boys and Home Science subject for girls; and, separate school for girls.

As for maintaining regularity in attendance the major conditions expressed by the respondents included : (i) free supply of learning material, uniform and stipend to children of poor families (44.0 per cent); (ii) education must have practical utility/technical education/Home Science for girls (36 per cent); (iii) adequate, sincere and dedicated teachers (28 per cent); (iv) school must have lady teachers (24.0 per cent); and (v) separate school for girls (24.0 per cent). For regularity in attendance also, the same conditions were mentioned by the respondents as for enrolment. It is to be noted, however, that 16 per cent of the respondents wanted



facility of learning Urdu for enrolment of their children while only 12 per cent wanted this facility for regularity in attendance.

The most important condition that may make completing studies possible for the children of the respondents was that the education must have some practical utility/technical education for boys and home science courses for girls. This condition was emphasized by 72.0 per cent of the respondents followed by 28.0 per cent of the respondents saying free supply of learning material, free uniform and stipend to children of poor families would make it possible for them to complete studies and 24.0 per cent emphasizing the 'school must have some lady teachers'.

The next question put to the respondent was that 'Is any of your school going child/girl getting any assistance from school?' Out of the 187 children enrolled in school 73.3 per cent were reportedly getting some assistance while the rest 26.7 per cent were not because they were enrolled in private schools. The respondents identified two kinds of assistance that their children were getting : of the children studying in Government Junior Basic School, 95.6 per cent. were getting 3 kgs. wheat per month in place of mid-day meal.

Another assistance that 36.4 per cent of the children enrolled in government school were getting the stipend @ Rs.12 per month. All the Scheduled Castes children studying in Junior Basic Schools (69.1 per cent) and 6.4 per cent of

the Other Backward Castes children were getting the stipend. The data is presented in Table 12.

**Table 12 : CASTE-WISE DISTRIBUTION OF SCHOOL GOING CHILDREN GETTING ASSISTANCE FROM THEIR SCHOOL IN THE TEN SELECTED VILLAGES**

(Multiple Responses)

Type of Assistance	Caste				Total (N=187)
	General (N=9)	S.C. (N=74)	O.B.C. (N=47)	Muslims (N=37)	
Scholarship	-	65 (69.1)	3 (6.4)	-	68 (37.6)
3 Kgs. Wheat per month	4 (44.4)	59 (62.7)	42 (89.4)	26 (70.3)	131 (73.3)
None (Studying in Private Schools)	5	29	5	11	50 (26.7)

Note : A total of 187 children were reportedly enrolled in the families of the respondents. Out of them 137 were studying in government and 50 in private schools. They were, therefore, not getting scholarship or mid-day meal in the form of 3 kgs. wheat.

### **Stress on Education of Son/Daughter**

The respondents were enquired about their attitude towards the schooling of their children by asking 'on whose schooling you put more stress?' The options to this question were "on daughters' schooling/sons'/both."

A larger percentage of the respondents (40.0 per cent) stressed on the schooling of sons and daughters both while 33 per cent of the sample maintained their stress on the schooling of their sons only. 22 per cent of the sample stressed the schooling of daughters while 5 per cent added a new option 'None' which reflects their apathetic attitude towards the education system itself which they probably do not consider useful in the present socio-economic conditions. The caste-wise distribution of responses are presented in Table 13.

Table 13 : CASTE-WISE DISTRIBUTION OF RESPONSES STRESSING SCHOOLING OF CHILDREN

Caste	Stress on the Schooling of				Total
	Daughters	Sons	Both	None	
General	—	4 (80.0)	1 (20.0)	—	5
Scheduled Castes	9 (20.5)	15 (34.1)	20 (45.4)	—	44
Other Backward Castes	8 (28.6)	8 (28.6)	11 (39.3)	1 (3.6)	28
Muslims	5 (21.7)	6 (26.1)	8 (34.8)	4 (17.4)	23
TOTAL	22 (22.0)	33 (33.0)	40 (40.0)	5 ( 5.0)	100

The caste-wise distribution of responses indicate that 80.0 per cent of the respondents belonging to General Castes put stress on the schooling of sons and the rest 20 per cent on the schooling of both, sons and daughters. Among the Scheduled castes 45.4 per cent stressed on the schooling of both son and daughter, 34.1 per cent on schooling of son alone and the rest 20.5 per cent on the schooling of daughter alone. Among the Other Backward Castes respondents 39.3 per cent stressed on the education of both son and daughter while 28.6 per cent each stressed on the education of son alone and daughter alone. 3.6 per cent also do not stress on the schooling of any child. Among Muslims 34.8 per cent put stress on the schooling of both, 26.1 per cent on the schooling of son alone and 21.7 per cent on the schooling of daughter alone. A significant percent of the Muslim respondents in the sample also (17.4 per cent) do not stress on the schooling of either son or daughter.

As mentioned earlier 73.0 per cent of the respondents had stressed on the schooling of either their sons alone or sons and daughters both. We enquired about their reasons for stress on the schooling of sons. In Table 14 we present the same.

**Table 14 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR STRESSING SCHOOLING OF THEIR SONS**

(Multiple Responses)

Reasons.	Caste				Total (N=73)
	General (N=5)	S.C. (N=35)	O.B.C. (N=19)	Muslims (N=14)	
He is to earn his bread	5 (100.0)	35 (100.0)	17 (89.5)	14 (100.0)	71 (97.2)
He has to add to Family's Income	5 (100.0)	34 (97.1)	13 (68.4)	13 (92.8)	65 (89.0)
He has to maintain parents in old age	5 (100.0)	32 (91.4)	17 (89.5)	13 (92.8)	67 (91.8)
His education enhances status of the family	4 (80.0)	24 (68.6)	10 (52.6)	11 (78.6)	49 (67.1)
Community, give prime importance to Sons' Education	2 (40.0)	8 (22.8)	9 (47.4)	5 (35.7)	24 (32.8)
No daughter	4 (80.0)	12 (34.3)	7 (36.8)	6 (42.8)	29 (39.7)

The stress on schooling of sons was due to the fact that they were considered to be bread earners (97.2 per cent); their income added to the income of the family (89.0 per cent); and, that they maintain their parents in old age (91.8 per cent). About 67 per cent of the sample also felt that education of sons enhances the prestige and status of the family while nearly 33 per cent were only following the customs of the community which gives prime importance to a

sons' education. No major caste-wise differences in the reasons for stress on son's schoolings were found.

Further, 33 per cent of the respondents had stressed on schooling of sons only. They were, therefore, asked about the reasons for not stressing on schooling of their daughters as well. In Table 15 we present their multiple responses in this regard. Ironically, it was found that nearly 88 per cent of the sample did not stress on the education of daughters as they themselves did not have any daughters of

**Table 15 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR NOT STRESSING ON SCHOOLING OF THEIR DAUGHTERS**

(Multiple Responses)

Reasons	Caste				Total (N=33)
	General (N=4)	S.C. (N=15)	O.B.C. (N=8)	Muslims (N=6)	
Marriage is the 'be-all & end-all' in daughter's life	-	3 (20.0)	1 (12.5)	-	4 (12.1)
Daughter depends on her spouse for her livelihood	-	2 (13.3)	-	-	2 (6.1)
Difficult to digest contents of education	-	1 (6.7)	-	-	1 (3.0)
Daughter's Education does not add to status of family	-	-	-	-	-
A suitable match for educated daughter is problematic	-	1 (6.7)	1 (12.5)	-	2 (6.1)
No daughter	4 (100.0)	12 (80.0)	7 (87.5)	6 (100.0)	29 (87.9)



their own. Only 12 per cent of the sample said that "Marriage is the 'be-all' and 'end-all' in a daughter's life", while 6 per cent each said that daughter depends on her spouse for her livelihood and finding a suitable match for an educated daughter is problematic. 3 per cent of the sample also considered it difficult for girls to digest the contents of education. Since the number of respondents was very small we did not find any significant differences in reasons on caste basis.

Only 22 per cent of the respondents stressed on the schooling of only daughters while 40 per cent had maintained equal emphasis on the schooling of sons and daughters both. Thus 62 per cent of the sample had stressed on the schooling of daughters. In Table 16 we present the caste-wise distribution of respondents and their reasons for giving importance to daughter's education.

The Table 16 shows that 96.8 per cent of the respondents felt that education makes girls self-reliant and confident; 82.3 per cent each felt that an educated daughter can get higher mehar; and by educating daughters education for future generations is ensured; 79 per cent said lesser amount of dowry is required for an educated girl. About 30 per cent each of the respondents also felt that education increases employment opportunities; and, that it also helps in improving the health status of the family.

**Table 16 : CASTE-WISE DISTRIBUTION OF RESPONDENTS AND THEIR REASONS FOR IMPORTANCE TO DAUGHTER'S EDUCATION**

(Multiple Responses)

Reasons	Caste				
	Gen. (N=1)	S.C. (N=29)	O.B.C. (N=19)	Muslims (N=13)	Total (N=62)
Educated girls remain self-reliant and confident	1 (100.0)	29 (100.0)	17 (89.5)	13 (100.0)	60 (96.8)
Increases employment opportunities	-	10 (34.5)	4 (21.1)	5 (38.5)	19 (30.6)
Educated daughter can get higher bride price/Mehar	-	25 (86.2)	16 (84.2)	10 (76.9)	51 (82.3)
Lesser amount of dowry for educated girl	1 (100.0)	26 (89.7)	10 (52.6)	12 (92.3)	49 (79.0)
Ensure education for further generations	1 (100.0)	25 (86.2)	14 (73.7)	11 (84.6)	51 (82.3)
Education of girl can improve health status of family	-	6 (20.7)	6 (31.6)	6 (46.2)	18 (29.0)
Education makes girls conscious of their legal rights in the society	-	8 (27.6)	2 (10.5)	1 (7.7)	11 (17.7)
It prepare them for decision making in all walks of life	-	3 (10.3)	6 (31.6)	-	9 (14.5)
It brings health consciousness	-	3 (10.3)	1 (5.3)	-	4 (6.5)
No Son	-	9 (31.0)	5 (26.3)	4 (30.8)	18 (29.0)



All the General Caste, Scheduled Castes, Muslims and 89.5 per cent of Other Backward Castes respondents felt that an educated girl is self-reliant and confident. 86.2 per cent of the Scheduled Castes, 84.2 per cent of the Other Backward Castes and 76.9 per cent of the Muslims felt an educated daughter can get higher bride price/mehar while all the General Caste respondents, 89.7 per cent of the Scheduled Castes, and 92.3 per cent of the Muslims felt lesser dowry is required for an educated girl. All the General Castes, 86.2 per cent of the Scheduled Castes, 84.6 per cent of the Muslims and 73.7 per cent of the Backward Caste respondents felt an educated daughter ensures education for the next generation.

#### **Desire for Change in Present Education System**

The respondents were asked whether they wanted any change to be brought about in the present education system of the school. A large majority (84 per cent) of them replied in the affirmative. The highest proportion of them belonged to the Scheduled Castes (90.9 per cent), followed by those of the General Castes (80 per cent), Other Backward Castes (78.6 per cent) and Muslims (78.3 per cent).

Table 17 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING  
CHANGE IN THE PRESENT EDUCATION SYSTEM

Caste	Desire change		
	Yes	No	Total
General	4(80.0)	1(20.0)	5
Scheduled Castes	40(90.9)	4( 9.1)	44
Other Backward Castes	22(78.6)	6(21.4)	28
Muslims	18(78.3)	5(21.7)	23
TOTAL	84(84.0)	16(16.0)	100

Those desiring change to be brought about in the present education system were probed further and asked to specify the changes they desire. Their multiple responses are presented in Table 18. The table shows that 32.1 per cent of respondents wanted education to have practical utility so that it helps them in their occupations; 30.9 per cent felt vocational and technical education was important and necessary; 17.8 per cent wanted education to be imparted through recreation and play; 15.5 per cent desired emphasis on practical education rather than bookish knowledge; and 5.9 per cent wanted immediate economic returns should be associated with the education system.

**Table 18 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING DIFFERENT TYPES OF CHANGES IN THE PRESENT EDUCATION SYSTEM**

(Multiple Responses)

Type of Change Desired	Caste				Total (N=84)
	Gen. (N=4)	S.C. (N=40)	O.B.C. (N=22)	Muslims (N=18)	
Education must have practical utility	1 (25.0)	8 (20.0)	11 (50.0)	7 (38.9)	27 (32.1)
Emphasis on practical than only bookish education	-	6 (15.0)	5 (22.7)	2 (11.1)	13 (15.5)
Education through recreation and Play	-	8 (20.0)	2 (9.1)	5 (27.8)	15 (17.8)
Vocational and Technical Education	3 (75.0)	15 (37.5)	4 (18.2)	4 (22.2)	26 (30.9)
Education system should have some immediate economic return	-	4 (10.0)	-	1 (5.6)	5 (5.9)

Thus, it seems a majority of the respondents desiring change in the present education system had in their mind the present system of 'education through books' is of little use and, therefore, most of their replies centred around the idea that it should be practical in nature and have utility in the occupations of their children. It seems they were seriously concerned about their poor economic conditions and, therefore, wanted the school education should help the children in improving their conditions, ignoring the fact that education upto only primary level has very little scope for it.

Caste-wise analysis of the respondents shows that a larger percentage of the General and Scheduled Castes felt that vocational and technical education was more important while a larger proportion of the Other Backward Castes and Muslims felt education must have practical utility. A sizeable proportion of Muslims felt education should be imparted through play way method.

Another question related to the earlier one was 'do you want any change to be brought about in the present curriculum?' A total of 60 per cent of the respondents replied in 'Yes'. Caste-wise, they included all the general caste respondents, 59 per cent of the Scheduled Castes, 50 per cent of the Backward Castes and 65 per cent of the Muslims.

They were asked to specify the changes that they wanted to be introduced in the curriculum. In Table 19 we see that about 57 per cent of the respondents wanted the curriculum should include chapters on festivals of different communities and states, 28.3 per cent wanted the curriculum to include chapters on Nationalism and Heroes of the freedom movement, 21.7 per cent wanted their children to know about new scientific inventions and matters of general knowledge, 20 per cent of the respondents wanted chapters in books on places of pilgrimage of different religions; 18.3 per cent wanted Urdu should also be taught to their children, 11.7 per

cent suggested chapters on health care while 6.7 per cent each suggested chapters on administrative functioning at different levels and about new machines, seeds, fertilizers, pesticides for agriculture, would be useful.

Table 12 : CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING CHANGES IN THE PRESENT CURRICULUM

(Multiple Responses)

Curriculum should include topics related to	Caste				Total (N=60)
	Gen. (N=5)	S.C. (N=26)	O.B.C. (N=14)	Muslims (N=15)	
Nationalism & Heroes of Freedom Movement	2 (40.0)	6 (23.1)	7 (50.0)	2 (13.3)	17 (28.3)
Knowledge about new machines seeds, fertilizers & pesticides for agriculture	2 (40.0)	2 (7.7)	-	-	4 (6.7)
Administrative Functioning at different levels	-	2 (7.7)	2 (14.3)	-	4 (6.7)
General knowledge/New Scientific Inventions	-	7 (26.9)	1 (7.1)	5 (33.3)	13 (21.7)
Health Care programmes	4 (80.0)	2 (7.7)	1 (7.1)	-	7 (11.7)
Teaching of Urdu	-	3 (11.6)	5 (35.7)	3 (20.0)	11 (18.3)
Places of pilgrimage of different religions	-	8 (30.8)	1 (7.1)	3 (20.0)	12 (20.0)
Festivals of different Communities and States	2 (40.0)	13 (50.0)	9 (64.3)	10 (66.7)	34 (56.7)



The caste-wise variations in the responses suggesting modifications in the curriculum by including topics/subjects in the courses of studies indicate that of those suggesting change/modifications in the curriculum, 80 per cent of the Higher Castes wanted inclusion of chapters on Health care and 40 per cent each wanted chapters on Nationalism and Heroes of the freedom movement, festivals of different communities and states and about the new machines, seeds, fertilizers and pesticides for agriculture. Among the Scheduled Castes 50.0 per cent wanted their children to know about festivals of different communities and states; 30.8 per cent wanted chapters in books about places of pilgrimage of different religions, 27 per cent desired topics related to general knowledge and new scientific inventions, 23 per cent wanted their children to know about nationalism and Heroes of freedom movement, 11.6 per cent wanted teaching of Urdu and 7.7 per cent of each about new machineds, seeds, fertilizers and pesticides; administration in general at different levels; and, health care programmes. Among the Backward Castes the respondents wanted their children to be aware of : festivals of different communities and states (64.3 per cent), Nationalism and Heroes of freedom movement (50 per cent), administration in general at different levels (14.3 per cent), general knowledge, health care programmes, places of pilgrimage (7.1 per cent each); and 35.7 per cent of them also wanted Urdu should be included in the curriculum.

Among Muslims the changes desired were to include topics related to : festivals of different communities and states (66.7 per cent), general knowledge and new scientific inventions (33.3 per cent), places of pilgrimage of different religions (20 per cent) and Nationalism and Heroes of freedom movement (13.3 per cent). One-fifth of them also desired that teaching of Urdu should be included in the curriculum.

#### **Desire for Social Support for Girls' Education**

The respondents were asked 'do you want any change to be brought about in the society which will encourage the girls to go for education?' The purpose behind this question was to find whether : (a) the respondents were in favour of girls' education and they want a social movement for spreading education among girls, without which girls in a large number may not be able to get an opportunity for educational and social advancement; and (b) they feel that the present socio-cultural environment is not encouraging the girls to go in for education. The Table 20 presents their responses.

Table 20 : DISTRIBUTION OF RESPONDENTS DESIRING CHANGE IN SOCIETY IN FAVOUR OF GIRLS EDUCATION

Caste	Desire change		
	Yes	No	Total
General	1(20.0)	4(80.0)	5
Scheduled Castes	23(52.3)	21(47.7)	44
Other Backward Castes	16(57.1)	12(42.9)	28
Muslims	12(52.2)	11(47.8)	23
TOTAL	52(52.0)	48(48.0)	100

The table shows that 52 per cent of the respondents expressed their desire for such a change in the society. Caste-wise, 20 per cent of the respondents belonging to the General Castes, 52.3 per cent of the Scheduled Castes, 57.1 per cent of the Backward Castes and 52.2 per cent of the Muslims expressed their desire for a change in the society in favour of girls education.

Those who thought that changes should be brought about in the society so that girls are encouraged to study were asked to specify the changes they would prefer. The Table 21 presents their suggestions in this regard.



**Table 21: CASTE-WISE DISTRIBUTION OF RESPONDENTS DESIRING DIFFERENT TYPES OF CHANGES IN THE SOCIETY IN FAVOUR OF GIRLS EDUCATION**

(Multiple Responses)

Type of Changes Desired	Caste				
	Gen. (N=1)	S.C. (N=23)	O.B.C. (N=16)	Muslims (N=12)	Total (N=52)
Change in socio-cultural environment in favour of girls and their education through mass movement involving important persons of all communities	1 (100.0)	5 (21.7)	6 (37.5)	4 (33.3)	16 (30.8)
Equal status to Boys and Girls will help them get equal opportunities in the society	1 (100.0)	8 (34.8)	6 (37.5)	5 (41.7)	20 (38.5)
Practices such as Purdah and early marriage should be discouraged so that Girls get an opportunity to go for education.	-	9 (39.1)	5 (31.2)	6 (50.0)	20 (38.5)
People have to be convinced that educated girls have many advantages: will get a better spouse/may study further and be able to get a respectable job/can look-after the family in a better way.	-	4 (17.3)	2 (12.5)	-	6 (11.5)

In the sample, 38.5 per cent each of the respondents felt that : (A) equal status should be given to boys and girls. This will help them to get equal opportunities in the society. Thus, the people have to be convinced that their daughters were in no way inferior to their sons and both need equal attention. Caste-wise all the respondents belonging to

the General Castes, 41.7 per cent of the Muslims, 37.5 per cent of the Other Backward Castes and 34.8 per cent of the Scheduled Castes suggested this measure; (b) practices such as the purdah system and child marriages should be discouraged so that girls get the opportunity of obtaining education. The respondents were of the view that a sizeable section of the parents do not like to send even their 7-8 year old girls to school. Their stand becomes even more rigid if the school is located outside their village. A sizeable number of parents also do not like co-educational schools. Those holding such a view included 50 per cent of the Muslims, about 39 per cent of the Scheduled Castes and 31 per cent of the Backward Castes.

About 31 per cent of the respondents felt that there was a need for a mass movement in support of education for girls. They thought the existing socio-cultural environment was not sufficiently in favour of girls' education due to certain prevailing prejudices or circumstances such as : for the educated girls the parents face more difficulty in finding a suitable match since they live with their husbands after marriage, the responsibility of maintaining the family is that of their husbands/educated sons enhance the prestige of their parents/only sons have to look after their parents in old age/poor parents can hardly afford the cost of education of their sons, it is, therefore, not possible to spend on the girls education. Those who held the above view included all the respondents of the General Castes, 37.5 per cent of the

Other Backward Castes, 33.3 per cent of the Muslims and 21.7 per cent of the Scheduled Castes.

Lastly, 11.5 per cent of the respondents felt that people have to be convinced that educated girls have many advantages : they may get a better spouse/may study further and get a respectable job/can look-after the family in a better way. Those holding this view included 17.3 per cent of the respondents of the Scheduled Castes and 12.5 per cent of the Other Backward Castes.

### **Supportive Mechanism for Promoting Education Among Children**

The main objective of the present study was to get the perceptions, opinions and suggestions of the parents regarding specific problems in the education of girls in general and the children from the disadvantaged groups in particular. The disadvantaged groups, especially from the perspective of education, in the state of Uttar Pradesh, have been identified as Scheduled Castes, Muslims and Scheduled Tribes.

Thus, the last question in the Interview Schedule for parents was 'What more supportive mechanisms you are expecting which can promote education for your children?' This question was put to all the respondents in relation to

girls education and to the respondents belonging to the socially disadvantaged group, i.e., Scheduled Castes and Muslims for education among their sons and daughters both. Their responses are presented in Table 22.

**Table 22 : DISTRIBUTION OF RESPONDENTS EXPECTING SUPPORT FOR PROMOTING EDUCATION AMONG CHILDREN**

(Multiple Responses)

Expecting Support	For Education of:		
	Girls (N=71)	SC Childr- en (N=44)	Muslim Children (N=23)
Free supply of books and Stationery	22(31.0)	14(31.8)	7(30.4)
Stipend to all girls in School	16(22.5)	-	6(26.1)
Female Teachers in School	18(25.4)	16(36.4)	11(47.8)
Training in handicrafts, tailoring, embroidery and knitting	23(32.4)	13(29.5)	7(30.4)
Free supply of uniform to poor children	7(9.9)	10(22.7)	10(43.5)
Awards to meritorious Students	8(11.3)	1(2.3)	8(34.8)
Employment oriented education	13(18.3)	10(22.7)	6(26.1)
Use of Play-way method of teaching	3(4.2)	-	4(17.4)
Appointment of Urdu Teachers	5(7.0)	-	12(52.2)

In the sample of 100 heads of households 29 did not have a daughter. Thus, question relating to the education of girls was put to 71 respondents.

The respondents suggested the need for support for promoting education among girls through certain supportive measures. They related to mainly three aspects : (a) provisions for support; (b) curriculum; and (c) teachers. 31.0 per cent of the respondents suggested free supply of books and stationery for girls, 32.4 per cent proposed training in handicrafts, tailoring, embroidery and knitting. 25.4 per cent suggested placement of female teachers in school, 22.5 per cent wanted all girls to get stipend, 18.3 per cent expected education to be employment oriented, 11.3 per cent suggested meritorious students to get awards. About 10 per cent suggested free supply of uniform for girls, 7 per cent wanted urdu teachers to be appointed in the school and 4.2 per cent proposed use of play-way method in teaching.

As regards the promotion of education among children belonging to the Scheduled Castes the suggestions of the respondents belonging to these castes were : there should be lady teachers in school (36.4 per cent); free supply of books and stationery (31.8 per cent); schools to impart training in handicrafts, tailoring, embroidery and knitting (29.5 per cent); education to be employment oriented (22.7 per cent); free supply of uniform (22.7 per cent); and, meritorious students to get awards (2.3 per cent).



The measures which may promote education among children belonging to Muslim families as mentioned by the respondents of this community included : appointment of Urdu teachers (52.2 per cent); female teachers in school (47.8 per cent); free supply of uniform (43.3 per cent); awards to meritorious students (34.8 per cent); training in handicrafts, tailoring, knitting and embroidery and free supply of books and stationery (30.4 per cent each); stipend to all girls and employment oriented education (26.1 per cent each); and, lastly education through play-way method (17.4 per cent).

## CHAPTER IV

### FOCUS GROUP DISCUSSION

As per the guidelines of the Social Assessment Studies on the education of children belonging to the socially disadvantaged group in general and girls in particular, Focus Group Discussion was conducted in all the ten selected villages of the district. The participants were identified prior to the conduct of the discussion. They also included some females as it was thought that their opinions/suggestion may be useful particularly in relation to girls education. Persons of different age-groups, educational and occupational background were included in the group. All of them had school going age children in their families. They were either enrolled in the school, enrolled earlier but dropped out or never enrolled. The selection of the participants was made on the basis of the same criteria which was adopted for selecting the concerned village, i.e. persons from Scheduled Castes were selected if the village was selected on this criteria and the Muslim participants were selected if the village was selected on the basis of their sizeable population. The discussion was conducted in a peaceful atmosphere and effort was made that other persons do not interfere during this exercise.

The village-wise details of the participants of each group are mentioned along with the summary of discussion. The participants in the discussions were advised to speak on their own behalf and also on behalf of their community and village as a whole as some of them were also village/community leaders. The issues placed for discussion of the groups are listed in Appendix 1. The summary of the discussions is presented in the following pages.

## 1. VILLAGE LABHAUA

Focus Group Discussion was held in village Labhaua of block Shikohabad. The block was selected as the character of its population was mixed with no particular caste dominating. The village was also selected on the same criterion. The group consisted of five participants belonging to the Scheduled Castes, four to the Other Backward Castes and one to the General Caste. The discussion was held on November 17, 1996 and lasted for about three and a half hours from 10:30 AM. The background of the participants in the discussion is given in Table 1.



**Table 1 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE LABHQA**

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Ashok	M	41	SC	B.Sc.	Cultivation	Parent
Ram Singh	M	50	SC	Vth	Cultivation	Parent
Raja Ram	M	27	OBC	Vth	Cultivation	Parent
Ram Prakash	M	33	SC	-	Cultivation	Parent
Niraj	M	30	SC	-	Cultivation	Parent
Khoob Chand	M	50	OBC	Vith	Cultivation	B.D.C. Member
Bulaki Ram	M	45	OBC	IVth	Cultivation	Village Pradhan
Smt. Shashi Prabha	F	37	Gen.	XIIth	Service	Teacher
Smt. Pushpa	F	28	OBC	-	Housewife	Parent
Smt. Meena Kumari	F	28	SC	-	Housewife	Parent

As is evident, the group comprised seven male and three female members. The group included one teacher, one village Pradhan and a member of the Block Development Committee. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for

your children?' Most of them responded positively by maintaining that school education was important. Shri Ashok said that children also learn manners in school, Shri Ram Prakash said it increases the knowledge of the children, Shri Neeraj said it teaches the children discipline and Shri Bulaki Ram said it helps spiritual and moral development of the children. Most of the participants also maintained that school education was equally important for both boys and girls. Shri Ashok said that an educated girl can stand on her own feet and work, Shri Ram Singh said that an educated mother can look after her children in a better way, Shri Raja Ram said an educated girl keeps herself and her home clean and Shri Khoob Chand said an educated girl generally gets a good educated husband. Shri Ashok, however, said that boys were more regular in school than girls. Girls were irregular because they had to look after the household work. Shri Ram Prakash was of the view that learning household work was as important for the girls as schooling. This, prevented the girls from being regular to school. Smt. Meena Kumari said that to improve the situation, parents must be convinced that education was equally important for girls, and that they must send their daughters to the school regularly.

To the next question, 'why are girls being taken out of school more quickly than boys?' Most of the participants denied that girls are withdrawn more quickly than boys. Shri

Neeraj and Shri Khoob Chand said that sometimes due to poor economic conditions girls are withdrawn more quickly than boys. However, on this point there was disagreement. Shri Ashok, Shri Ram Singh, Shri Raja Ram and Shri Ram Prakash said that primary education did not cost much and this was not a real reason for earlier withdrawal of girls. Smt. Pushpa observed that girls were more interested in studies than boys, but they are withdrawn from school to look after the household work.

Shri Ashok, Shri Ram Singh, Shri Raja Ram and Shri Ram Prakash said that to improve the situation a separate school for girls may encourage parents to continue schooling of their daughters and girls from poor families should be given reasonable stipend by the school so that they can complete their primary education.

Issue number 4 was about the specific problems that the children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Neeraj and Shri Khoob Chand maintained that neither the language nor the text of the books was difficult to understand. Due to poverty of parents, the study material was not made available to children in time. Smt. Shashi Prabha said another problem was that the teachers did not pay full attention to the students and the weak students, who generally belong to this group, suffer most. Smt. Meera

pointed out that the illiterate parents could not help their children with the school homework.

To improve the conditions Shri Raja Ram and Shri Ram Singh suggested that monetary help be provided to the children of poor families to buy study material so that they are able to get the material in time. The parents must also be educated under the adult literacy programme.

Issue number 5 related to the problems that girls of other group/children of identified socially-disadvantaged group face in school in terms of teachers attitude and peer group attitude. Shri Bulaki Ram, Smt. Shashi Prabha and some others maintained that the attitude of the teachers was good as far as their behaviour is concerned. They treat all the children equally. They do not discriminate on the basis of caste or economic conditions. They were, however, generally not hard working and therefore, do not pay adequate attention to teaching. This affects all students. They also said that the peer group attitude was cordial and friendly and there were no complaints of any discriminatory behaviour.

The next issue for discussion was whether the children face any problem in understanding the course. Shri Ashok and Shri Ram Singh said that the text and language of the books was easily understandable and there was no need for any change in the course. The other participants also agreed to their observations.

Issue number 7 was 'what are the problems that children in general and girls in particular face in terms of physical facilities?' Shri Bulaki Ram said that although the village school had a play ground, it did not have any games material. So the children, especially the girls were not able to play. Shri Khoob Chand suggested that the school must make available game material to the students so that they are attracted to the school.

The next issue related to existence of welfare schemes for school going children. Shri Niraj informed that all children who had 80 per cent attendance in school were getting 3 kgs. wheat per student per month. All the Scheduled Caste children and three Backward Caste students were getting stipend at the rate of Rs. 144 per year. Most of the participants were satisfied with the working of these schemes.

Issue number 9 was very important : 'what were their expectations from the school system?' Shri Ashok expected adequate number of teachers so that each class had a separate teacher. Shri Ram Singh expected the school to have a decent building with adequate number of rooms. Shri Raja Ram expected the school to have facilities of recreation. Shri Ram Prakash expected mid-day meals to be provided by the school in place of 3 kgs. wheat per month. Shri Khoob Chand expected the school to arrange for the supply of study material by the book seller in the school so that parents do



not have to go to far-off markets to buy them. Through this arrangement children will be able to get books in time. Shri Bulaki Ram expected the school to have games material for the students and that all students should be treated equally by teachers in school. Smt. Meena Kumari expected the school holidays to coincide with the local festivals and Smt. Shashi Prabha expected the school to have at least one lady teacher. Smt. Pushpa expected educated people among the Scheduled and Backward castes to be given preference in appointment of teachers. This, she thought, will have a better effect on attitude towards school education among the people of these castes.

The next issue related to the ways to overcome the constraints they experienced. Smt. Pushpa suggested that an environment favourable to school education of girls must be created in the village. Further, help in the form of stipend and books should be provided to all children belonging to poor families so that more children can join school and complete their education. The school should also present a good picture of its concern for education of children.

The last question was 'what are the ways in which the community can participate in overcoming the constraints.' Shri Ram Singh and Shri Ashok suggested that the community elders should convince parents of school going age children not to make their children, especially girls, do household

work and look after their siblings during school timings. They must be convinced to enrol all of their children in school and send them regularly. Further, Smt. Meena Kumari suggested that a creche should be set up by the Gram Sabha so that the working parents can leave their toddlers when they go out to work. This will save girls from the responsibility of looking after their siblings. They will, therefore, have time to go to the school.

## 2. VILLAGE DIKTOLI

Focus Group Discussion was held in village Diktoli of block Shikohabad. The block was selected for its mixed population, and the village was also selected on the same criterion. The group consisted of one participant from the Scheduled Castes, two from the General and seven from the Other Backward Castes. The discussion was held on November 19, 1996 and lasted for about four hours from 11:00 AM. The background of the participants in the discussion is given in Table 2.

**Table 2 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE DIKTOL I**

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Harnam Singh	M	54	SC	XIIth	Service	Teacher
Murari Lal	M	52	OBC	XIIth	Service	Teacher
Suresh Chander	M	42	OBC	Xth	Cultivation	Gram Pradhan
Bahadur Singh	M	30	OBC	Vith	Cultivation	Parent
Nawal Singh	M	42	Gen	Xth	Cultivation	Parent
Amar	M	46	Gen	VIIIth	Cultivation	Parent
Govind	M	24	OBC	VIIIth	Cultivation	Parent
Kaplan Singh	M	39	OBC	Xth	Cultivation	Parent
Smt. Vimla	F	34	OBC	Xth	Private service	Panchayat Member
Smt. Dharma	F	35	OBC	Vth	Housewife	Parent

As is evident, the group comprised eight male and two female members. Two of them were teachers, one was the Gram Pradhan, one was a member of the village panchayat. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for



your children?' Shri Harnam Singh was of the view that schooling also teaches the children about cleanliness and manners. Shri Bahadur Singh said it increases the confidence among the children which helps them in all walks of life. Most of the participants also maintained that education was equally important for both boys and girls. Shri Harnam Singh said that an educated girl can stand on her own feet and earn for herself, Shri Murari Lal said an educated girl develops confidence. Shri Bahadur said that an educated girl looks after her family in a better manner. Shri Amar informed that sometimes due to poor economic conditions girls were not enrolled in the school. However, Shri Harnam Singh differed with Shri Amar and said that the main reason for non-enrolment of girls was illiteracy of parents due to which they attach lesser importance to girls' education. He was also of the view that of the school going children, girls were more regular than boys. The reason for this was that when sent to school girls go straight to the school while boys do not as they engage themselves in playing instead. Sometimes they are sent to the fields to work.

To improve the situation, Shri Bahadur Singh suggested that the parents must be made aware of the benefits of education. They must also visit the school from time to time and check the attendance of their children. They must also not engage their children in the agricultural work.

To the next question 'why are girls being taken out of school more quickly than boys?' Shri Kaptan Singh replied

that due to poor economic conditions girls were sometimes withdrawn from school more quickly. Shri Murari Lal added that sometimes household work also acts as an impediment for schooling of girls while supporting the above view, Shri Harnam Singh, Shri Murari, Shri Suresh and Shri Nawal added that although girls were more interested than boys in studying but sometimes due to poor economic conditions they were prevented from going to school regularly as they were required to help their mothers with the household work due to which they lose interest in their studies. The participants suggested that to prevent earlier withdrawal and irregular attendance of girls, an educational environment should be created in the village and girls of poor families must be provided incentive by the school in the form of books and stipend.

As regards issue number 4, i.e., the specific problems that the children of identified socially disadvantaged group (Scheduled Castes and Muslims in the district) face in terms of schooling Shri Murari Lal, Shri Bahadur and Shri Nawal said that the main problems that children of this group face in terms of schooling was the poverty of their parents due to which they were either not enrolled or attending the school irregularly as they were required to help their parents in either the household work or in cultivation. Another problem that these children have to face is due to illiteracy of parents as they do not get their help in completing their school home work. Shri Kaptan said that another problem

arose due to the inability of their parents to arrange study material in time.

To improve the situation Smt. Dharma suggested that books etc. should be provided to children of poor families by the school. Smt. Vimla suggested that parents be also educated under the adult education programme so that they become aware of the importance of education for girls.

Issue number 5 raised for discussion was 'what are the problems that girls of other group/children of identified socially disadvantaged age group face in school in terms of teachers attitude and peer group attitude?' Shri Murari Lal and Smt. Dharma said that the attitude of the teachers was sympathetic and attentive. The peer group attitude was also cordial and the girls did not face any problems in this respect. Others also agreed to these observations.

The next issue for discussion was whether the children face problems in understanding of the course. To this issue Shri Amar, Shri Govind, Smt. Dharma and Smt. Vimla observed that the language and text of the books was easily understandable and so no change of any type was needed in the course.

The next issue related to the problems that the children in general and girls in particular faced in terms of physical facilities. Shri Murari Lal complained that the school did not have a toilet due to which the children, and especially

the girls faced a lot of inconvenience. Shri Bahadur said that although the school had a play ground, it lacked any material for games. They, therefore, suggested that the school must have a toilet immediately and must also make arrangements for games material so that students can be attracted towards the school.

The next issue related to the existence of welfare schemes for school going children. Shri Suresh Chandra informed that in their village two types of schemes were operating : first, all the Scheduled Castes and three children of the Backward Castes were given stipend at the rate of Rs.144 per year. Second, all children who had 80 per cent attendance in school were getting 3 kgs. wheat per student per month. All the participants were satisfied with the working of these schemes.

Issue number 9 was very important and related to the expectations from the school system. Shri Harnam Singh expected the school to have adequate number of teachers so that each class has a separate teacher. Shri Murari expected the school to have a decent building with adequate number of class-rooms. Shri Suresh expected the school to provide games material to the students, Shri Bahadur expected the school to provide mid-day meals to the students as he thought wheat was consumed by the entire family in a few days while mid-day meal will be available to children during all school days. Shri Amar expected the school to provide study



material to all poor children. Smt. Dharma expected all children to be treated equally in school. She also expected the school to provide durries for the children to sit on. Shri Kaptan expected the school to have at least one lady teacher and irrespective of caste background all children from poor families should be given stipend by the school. All the participants together suggested that while appointing teachers for the school, educated persons belonging to economically poor families and local areas should be given preference. This will certainly have a good effect on the attitude of parents towards education.

Issue number 10 related to the ways the constraints experienced can be overcome. Shri Govind and Shri Amar suggested that to remove ignorance about the utility of education there must be a door to door propaganda in favour of education in the village so that the villagers understand the importance of education. Children of poor families in general and girls in particular must be provided support by the government in the form of books and stipend. Shri Murari Lal suggested that the village school must have a toilet on priority basis and must also provide games material to the students. Smt. Dharma suggested that the rate of stipend given under the welfare scheme must be increased, to make it attractive.

The last question was 'what are the ways the community can participate in overcoming the constraints?' Shri Bahadur

Singh suggested that the community elders and leaders can convince the parents of the school going age children for enrolling them in the school and not engaging them in household work and for the care of siblings. The community elders must consider that it was their responsibility to guide the parents to try to improve the future of their children. Smt. Vimla suggested that the Gram Sabha can also help establish a creche so that the responsibility of looking after toddlers does not rest with the young school going age children.

### 3. VILLAGE AKBARPUR KUTUBPUR

Focus Group Discussion was held in village Akbarpur Kutubpur of block Jasrana. Since the block was selected on the criterion of the Other Backward Castes population so the village was also selected on the same consideration. Eight of the ten participants in the discussion belonged to these castes. One participants belonged to the General Castes while one was a Muslim. The discussion was held on November 22, 1996 and lasted for about four hours. The background of the participants is given in Table 3.

**Table 3 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE AKBARPUR KUTURPUR**

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Suresh Chandra Sharma	M	52	Gen	Xth	Service	Head Master
Bhagwan Das	M	32	OBC	Xth	Service	Parent
Amar Singh	M	30	OBC-	VIIIth	Cultivation	Parent
Om Prakash	M	40	OBC	REMS	Medical Practice	Doctor
Hukum Singh	M	40	OBC	Xth	Cultivation	Parent
Gulab Singh	M	38	OBC	XIIth	Trader	Parent
Smt. Rahmat Jahan	F	40	Muslim	BA BTC	Service	Teacher
Smt. Narayan Devi	F	28	OBC	Xth	Cultivation	Parent
Smt. Nirmala Devi	F	27	OBC	VIIIth	Housewife	Parent
Smt. Prema Devi	F	28	OBC	Vth	Housewife	Parent

As is evident the group comprised six male and four female participants. One of them was the Head Master of a primary school, one was a teacher and one was a Medical Practitioner. All of the participants were educated. The summary of the discussion is given below.

## Result of the Discussion

The first issue for discussion put to the participants was 'do you feel education as imparted by schools to be important for your children?' Most of them responded positively by maintaining that school education was important. Shri Suresh Chandra said that schooling helps mental development of a child, Smt. Rahmat said that schooling teaches the child manners while Shri Hukum Singh observed that it helps spiritual and moral development of the child. Shri Gulab Singh was of the view that both educated boys and educated girls can work and stand on their own feet. Smt. Narayan Devi and Smt. Nirmala Devi were of the view that an educated girl is self-reliant and independent and she ensures education for the future generation. Others, particularly Shri Suresh Chandra, Smt. Rahmat, Shri Bhagwan and Shri Amar agreed with the contention of Smt. Narayan and Smt. Rahmat. They also added that the attitude of parents towards education of their children was changing positively. But, still a large number of them were not enthusiastic about the education of their girls. Shri Suresh Chandra informed that both boys and girls were equally irregular in attending school. He said girls were, however, more regular in school than boys because boys had to go to the fields to work and earn. They were, therefore, more irregular in school. The economic conditions of these families was poor so male and female both were generally working for earning. The girls



were generally engaged in household so that their mothers can go out to work and add to the family's income. Smt. Prema further observed that still some parents do feel that there was no immediate gain from education of children particularly girls who have to be proficient in only household work. Many of the participants agreed to this observation.

To the next question 'why are the girls being taken out of school more quickly than boys?' Shri Om Prakash, Shri Hukum Singh and Shri Gulab Singh said that there were cases where girls were withdrawn from school due to poor economic conditions of parents. Girls were also stopped from going to school because their parents were illiterate and they did not realize the importance of school education. When the girls are made to sit at home, they help their mothers with the household work. Some also do not like their daughters to attend a co-education school. Smt. Prema Devi suggested that separate schools for girls may be useful for popularising school education among them. Girls from poor families must be provided help by the government in the form of stipend, books and school uniform. There must be door to door propoganda about the benefits and importance of education of girls.

Issue number 4 related to the problems that the children of socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Suresh Chandra, Smt. Rahmat, Shri Bhagwan Das and Shri Amar Singh said that

although the language and text of the books was easily understandable, the teachers did not pay due attention to the weak students who generally belong to this group. Shri Om Prakash said that the economic condition of the parents of the disadvantaged group was poor due to which children of such families had to work to help their parents. Thus they were not able to attend school regularly if they were enrolled. Shri Hukum Singh observed that the parents of this group were generally illiterate due to which they do not consider schooling of girls equally important. They were unable to help their children in completing the school homework.

To improve the situation all the participants suggested that children of the disadvantaged group must be given special assistance such as free supply of books, stationery and school uniform. Further parents must also be educated through the adult education programme so that they are also convinced about the benefits of education of boys and girls equally.

Issue number 5 raised for discussion was 'what are the problems that girls of other group and children of identified disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Gulab Singh said that generally the teachers attitude towards the children belonging to poor families was not sympathetic and attentive. However, it was not based on any consideration of caste or religion. The peer group attitude, however, was cordial

which had no such feeling of economic superiority or inferiority.

The next issue for discussion was whether the children face problems in understanding the course. To this issue Shri Amar Singh and some others said that they were not facing any problems either with the language or with the text of the books.

The next issue for discussion was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Hukum Singh informed that the school does not have a toilet due to which the children, especially the girls have to face a lot of inconvenience. Smt. Rahamat said that although the school has a play ground it lacks games material. Some participants especially Shri Gulab Singh suggested that the school must have a toilet on priority basis and must also arrange for adequate games material so that children can feel attracted towards the school.

The next issue related to the existence of welfare schemes for school going children. Smt. Rahamat Jehan informed that all the Scheduled Caste children were getting stipend at the rate of Rs.144 per year. Further, all the children were getting 3 kgs. wheat per child per month. Most of the participants were satisfied with the working of these schemes and said the schemes had been helpful in increasing enrolment and regularity in attendance.

The next issue was very important and was 'what were their expectations from the school system?' Shri Gulab Singh expected adequate number of teachers in school so that every class has a separate teacher. Smt. Narayan Devi expected the school to have a decent building with adequate number of rooms. Smt. Nirmala expected the school to arrange entertainment programmes for children and their parents from time to time. Smt. Prema Devi expected the school to provide mid-day meals in the school in place of 3 kgs. wheat and stipend to all poor children irrespective of their social background. Smt. Rahmat expected the school to distribute study material free to poor children so that they get it in time. Shri Bhagwan Das expected the school to have a play ground with adequate games material and Shri Amar expected all children to be treated equally without any consideration of their background. Shri Om Prakash expected the school holidays to coincide with the local festivals and Smt. Rahmat Jahan expected the school to have at least one lady teacher. All the participants wanted young educated people of the area to be given preference in the selection of teachers.

Issue number 10 related to the ways the constraints experienced can be overcome. Shri Suresh Chand suggested that an environment in favour of education of children in general and girls in particular must be created in the village with the help of social workers, Gram Sabha and village elders. School should also attract children and

parents, through basic facilities, good building and regular and sincere teachers.

The last question was 'what are the ways the community can participate in overcoming the constraints?' Smt. Narayan Devi and Smt. Prema Devi suggested that the parents must be impressed that school education was important for children for their future. It was equally important for boys and girls and that school going children should not be engaged in household work at least during school hours. Further a creche must be set up in the village by the Gram Sabha so that the responsibility of looking after toddlers does not rest on the young school going age children. The community elders and village leaders can play a significant role in persuading parents in favour of education of their children. Gram Sabha can also be very effective in this regard. Parents whose children are enrolled in school should be given priority in providing job under JRY, and in assistance under IRDP.

#### 4. VILLAGE NAGLAGHANI

Focus Group Discussion was held in village Naglaghani of block Jasrana. The block was selected on the criterion of Backward Castes population and the village was also selected



on the same consideration. Thus eight of the participants in the discussion belonged to these castes while the rest two belonged to the Scheduled Castes. The discussion was held on November 24, 1996 and lasted for about three and a half hours from 11:00 AM. The background of the participants in the discussion is given in Table 4.

Table 4 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE NAGLAGHANI

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Radhey Shyam	M	52	SC	-	Labour	Panchayat Member
Ram Sanehi	M	45	SC	-	Labour	Parent
Navin Chand	M	45	OBC	-	Driver	Parent
Anil Kumar	M	35	OBC	VIIIth	Cultivation	Parent
Chander Bhan	M	30	OBC	Xth	Cultivation	Parent
Udai Pal Singh	M	53	OBC	Xth	Service	Teacher
Smt. Munni	F	35	OBC	-	Housewife	Parent
Smt. Gopan Shri	F	35	OBC	-	Housewife	Parent
Smt. Sarla	F	38	OBC	Vth	Housewife	Parent
Smt. Mithlesh Kumari	F	40	OBC	-	Housewife	Parent

As is evident the group comprised six male and four female members. One of them was a teacher and one was a member of Gram Panchayat. The summary of the discussion is given below.

## Result of the Discussion

The first question put to the participants was 'do you feel education as imparted by schools to be important for your children?' All the participants agreed that school education was very important for children. Shri Radhey Shyam said that schooling helps in mental development of children. Smt. Gopan added that 5-6 hours of daily schooling helps overall development of the child. Shri Navin Chand, Shri Chandrabhan and Shri Udai Pal observed that education is equally important for both boys and girls because both of them are an integral part of the family and the society. An educated girl can help her family in times of crisis and can look after her family in a better manner. However, Smt. Mithlesh Kumari disagreed with the above observation and said that education is not as important for girls as it is for boys because girls do not have to undertake jobs. They stay at home and do household work. When they are married they have to share the same responsibilities in their in-laws house. School does not teach them about these responsibilities. There is, therefore, no point in educating girls. Smt. Munni while agreeing to this point added that due to this feeling most of the parents do not attach importance to girls education. Due to the same reason most of the girls among those enrolled in school remain irregular in school. The ignorance of parents about the utility of school education for both boys and girls was the result of

their illiteracy. The parents will, therefore, have to be made aware of its necessity. Smt. Munni was supported by Shri Udai Pal Singh and Shri Chandrabhan.

Smt. Sarla suggested that to attract girls to schools they must be given stipend and free books and stationery. This will enable the girls to at least get education upto the primary level. Shri Radhey Shyam further suggested that the government must introduce some schemes for the welfare of school going girls. The school should be made a centre of training for girls. After school hours they should be given training in tailoring, knitting, embroidery and bambo/cane work etc. Smt. Gopan suggested that the school must have at least one lady teacher so that girls are attracted to school.

To the next issue 'why are girls being taken out of school more quickly than boys?' Shri Navin Chand and Shri Ram Sanahi replied that the reason for this was that the village was quite backward in the sphere of education. Parents are illiterate and, therefore, they do not attach importance to their daughters' education as they do not see any benefit. Shri Anil Kumar added that another reason for quicker withdrawal of girls was their full time engagement in household work. Shri Chandrabhan said that due to poor economic conditions of parents daughter's education is considered waste of money. Girls in poor families cook food, look after cattle and collect fodder for them. Their mothers are kept free from these responsibilities so that they can work during agricultural seasons and add to families income.



Smt. Mithlesh Kumari observed that girls themselves are interested in studying but due to problems of the family they are not able to study in school.

Shri Anil Kumar suggested that stipend of a reasonable amount be given to all girls so that their parents may not feel burdened by their schooling. Shri Chandrabhan suggested that cultural and entertaining programmes relating to girls' education should be organized in the village on at least a monthly basis so that parents can be made conscious of the importance of their daughter's education.

Issue number 4 related to the specific problems that the children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Udai Pal Singh, Smt. Munni, Smt. Gopan and Shri Chandrabhan said that although the language and text of the books was easily understandable the school had only one teacher. Since he is teaching students of all the five classes he is not in a position to pay adequate attention to all students. The result is that children spend their time in playing. The weak students who generally belong to this group suffer most as they do not get any attention of the teacher. They also said that inadequate teaching in school and poor economic conditions force the parents to make their children do labour and work so as to add to the family income. Shri Radheyshyam observed that due to illiteracy among parents, the children of the disadvantaged group are not

able to do their homework. Poverty at home, lack of attraction in school and their weakness in studies make them irregular. These conditions lead to dropping out of the school.

Shri Navin Chand suggested that all children of poor families must be given stipend, mid-day meals and study material free. Smt. Sarla suggested that to attract girls to school there must be at least one lady teacher in school.

Issue number 5 raised for discussion was 'what are the problems that girls of other group and children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Navin Chand said that the teacher's attitude was sympathetic but he has limitations and is, therefore, unable to attend all students. Further, in the absence of lady teacher girls feel shy in asking questions. The result is that generally boys get more attention of the teacher. The peer group attitude was cordial which had no feeling of economic superiority or inferiority. Among children, there was no feeling of any discrimination between boys and girls.

The next issue for discussion was whether the children face problems in understanding the course. Shri Chandrabhan and Shri Radheyshyam observed that the children had no problem in understanding the course as the language and text of the books were easily understandable. Therefore, there was no need to change either the books or their language.

The next issue for discussion was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Udal Pal said that the school building was in a bad condition. Its floor was broken and it is very inconvenient for children to sit on it. He also added that the road to the school is always surrounded by dirty water from the village due to which the children face difficulty in going to school. Smt. Sarla informed that lack of a toilet poses serious inconvenience especially for girls. Smt. Gopan said that the school also lacks a play ground due to which children are not able to play. All the participants suggested that a toilet must be constructed in the school on a priority basis and the road to the school should be improved by laying kharanja. The building of the school should be repaired and the school must also have a play ground.

The next issue related to the existence of welfare schemes for school going children. Shri Navin Chand informed that all the children belonging to the Scheduled Castes were getting stipend @ Rs.12 per month. Shri Ram Sanehi and Shri Radhey Shyam informed that all children whose attendance in school is 80 per cent or more get 3 kgs. wheat per student per month. However, Smt. Mithlesh Kumari complained that the wheat was not distributed inside the village and the children had to walk a distance of about 3 kms. to collect it. She suggested that the wheat must be distributed in the village, preferably in the school.

Issue number 9 for discussion was, 'what are your expectations from the school system?' Smt. Sarla expected adequate number of teachers so that each class has a separate teacher. Shri Radhey Shyam said that the village school was in ruins, and the roof and the floor was in a very bad condition. He expected the school to have an adequate building with boundary wall. Shri Ram Sanehi expected the school to periodically organize entertainment programmes so that people become aware of the benefits of education. Shri Navin Chand expected mid-day meals to be provided to children by the school, as this would increase regularity of students. Shri Anil Kumar expected the road to the school to be properly maintained. Shri Chandrabhan expected study material to be provided to all children by the school so that the children do not have to face any inconvenience. Smt. Munni expected the school to have a play ground with adequate games material. Smt. Sarla expected all teachers to treat the children equally and pay more attention towards the weak students. All participants expected more female than male teachers in school. Further, the participants expected the school to have electricity, and every room to have a fan so that the children are comfortable even in the summers.

Issue number 10 was 'the ways the constraints experienced by the students can be removed.' Smt. Sarla and some others suggested that first an environment conducive to education must be created in the village. This will make the

parents aware of the importance of education and the children will not be indifferent towards schooling. Second, children of poor families must be given help like stipend, free supply of books and stationery. Further, girls of all families must be given stipend so that they and their parents do not remain indifferent towards education. The present rate of stipend was, however, considered inadequate which lacks attraction for parents.

The last question was 'in what ways can the community participate in overcoming the constraints.' Smt. Munni and Shri Anil Kumar suggested that the community leaders can impress upon the parents not to engage their children especially girls in household work and in the care of siblings during school timings; and, to send them to school instead. Further, they suggested that some social service organization or the Gram Sabha should help establish a creche in the village so that parents can leave their toddlers in this creche, when they go out to work and not make it the responsibility of their school going age children.

### 5. VILLAGE NAGLAMULLA

Focus Group Discussion was held in village Naglamulla of block Ferozabad. The block was selected as it had a higher



proportion of Muslims in its population and the village was also selected on the same basis. All the ten participants in the discussion also belong to the same community. The discussion was held on November 26, 1996 and lasted for about three and a half hours from about 10:30 AM. The background of the participants in the discussion is given in Table 5.

Table 5 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE NAGLAMULLA

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Asad Husain	M	34	Muslim	Xth	Trader	Parent
Mushtaq Ali	M	52	Muslim	-	Cultivation	Parent
Mohammad Yunus	M	30	Muslim	XIIth	Service	Teacher
Kishwar Ali	M	45	Muslim	-	Bangle Work	Parent
Tahir Ali	M	50	Muslim	IXth	Cultivation	Parent
Abdul Sattar	M	48	Muslim	M.A.	Service	Teacher
Smt. Tanzeem Bano	F	26	Muslim	-	Housewife	Parent
Smt. Reshma Khatoon	F	28	Muslim	-	Housewife	Parent
Smt. Ishrat Bano	F	30	Muslim	-	Housewife	Parent
Smt. Jameela Khatoon	F	45	Muslim	-	Housewife	Parent

As is evident the group comprised six males and four females. Two of them were working as teachers, two were cultivators, one was a trader and one was a worker in Bangle

industry. All females were housewives. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for your children?' Most of them responded positively by maintaining that school education was important. Shri Asad Hussain was of the view that children learn manners in school, Shri Mustaq and Shri Abdul Sattar said schooling helps children in getting good jobs, and Shri Tahir said it helps in the development of religious and moral values among children. Smt. Tanzeem said that education is important for both boys and girls equally. In fact, Smt. Reshma added that it was more important for girls because they can help the family in times of crisis. Smt. Jamila observed that an educated girl can conduct matters of her family in a better manner. As she is able to develop confidence the chances of her exploitation are minimised. Shri Asad, Shri Mustaq, Shri Yunus and Smt. Kishwar said that most of the parents want to educate their daughters as much as possible. They also encourage them to complete their school education. In fact, Shri Asad elaborated that due to parents' interest girls were generally more regular than boys in the school. Boys were less regular because they were interested in playing due to

which they often remain absent from school. Some girls also do remain irregular as they have to look after household work. But, even in such cases girls do not drop from school.

To prevent this, Shri Mustaq suggested that first the parents must keep an eye on their sons and must see to it that the child goes straight to school. Second the school should have some games material so that boys feel attracted towards school. This facility will improve their attendance.

To the next question, 'why are the girls, being taken out of school more quickly than boys?' Smt. Tanzeem denied that girls were withdrawn more quickly than boys. However, she added sometimes such conditions arise, that withdrawal becomes necessary. Smt. Tanzeem and Smt. Reshma said that household work is a major reason for withdrawal of girls in families which were economically very poor and males and females both were engaged in earnings. Shri Abdul Sattar, while supporting the above observations, said that poor economic conditions certainly pose a serious problem in the schooling of girls.

Shri Tahir and Shri Abdul Sattar suggested that to increase enrolment and maintain regularity of girls in the school, an environment conducive to education must be created in rural areas so that economically poor families also realize the utility of girls education. Further, help should be provided to children of economically poor families by the government by giving monthly stipend and books, etc.



Issue number 4 was the specific problems that the children of the identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Asad said that there were some specific problems which the children of Muslim families were facing, e.g., they experience difficulty in understanding the text of the books due to the use of difficult words of Hindi. Shri Kishwar was of the view that the study material was not very useful for the children of the rural areas as the contents were more urbanized. He said that the books were of a high standard and the weak children were not able to understand them properly. Smt. Tanzeen said another problem was illiteracy of parents belonging to this group due to which they cannot help their children in completing the school home work. Smt. Ishrat added that books were not easily and locally available and they have to go distant markets to buy them.

The participants suggested that children of poor families must be provided books and stationery from the school. Illiterate parents must also be educated under the Adult Literacy Programme, so that there is an environment favourable to education in the families. The language in the text books must be simplified and lessons relevant to rural children must be incorporated. Books for sale should also be arranged in the school for those who can afford to purchase them so that school going children can get them in time.

Issue number 5 raised for discussion was 'what are the

problems that girls of other group/children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' All the participants said that the attitude of the teachers was sympathetic and attentive and the children faced no problems on this count. The peer group attitude was also cordial, and the children had no complaint about it.

The next issue for discussion was whether the children face problems in understanding the course, Shri Mustaq and Shri Yunus said that the Muslim children feel some difficulty in understanding the Hindi properly and difficult words were particularly inconvenient. Due to this reason they find it difficult to understand the text of the lessons.

The participants suggested that the language used in the books should be simple and teachers who know urdu as well as Hindi should be appointed so that they can easily explain the contents of text books to the students.

The next issue for discussion was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Kishwar said that although the school has a play ground the material for games was not available. Due to this the children, especially the girls are not able to play. Shri Mustaq suggested that the school must provide opportunity to children to play. Physical exercises for boys and girls both should also be introduced in the school.

The next issue related to the existence of welfare schemes for school going children. Shri Asad said that the government was running only one scheme in their village, under which 3 kgs. wheat per month per child was given to the students. All the participants expressed their satisfaction with the working of this scheme.

The next issue was very important and related to the expectations from the school system. Shri Asad expected adequate number of teachers, Shri Mustaq thought a decent school building with adequate number of class rooms is necessary. Shri Yunus expected the school to provide facilities for recreation while Shri Kishwar expected the school to provide mid-day meals instead of 3 kgs. wheat per month. Shri Abdul Sattar expected the school to arrange sale of study material in its compound so that parents do not have to go to distant markets. Smt. Tanzeem expected the school to provide games material and also introduce physical training. All participants expected the school holidays to coincide with the local festivals. Smt. Jameela expected the school to have at least one lady teacher so that girls are attracted to school. Smt. Ishrat expected that teachers be appointed from among the educated persons belonging to the socially disadvantaged group.

Issue number 10 related to the ways the constraints can be overcome. Shri Yunus and some others suggested that first Urdu must be taught in the school. The teachers must know

urdu so that they have no problem in teaching Muslim children. The government must provide help to children of poor families by giving them stipend of a reasonable amount, books and stationery. The standard of education must match the level of children of the rural areas, and the language and text of the books must be simplified. Smt. Jameela suggested that appointment at least one lady teacher was necessary.

The last question related to the ways the community can participate in overcoming the constraints. Smt. Ishrat and Smt. Jameela were of the view that the senior members of the community can convince the parents that education was most important for their children and that they must treat boys and girls equally, in this regard. They should not engage them for household work and for the care of siblings. Further, Shri Asad suggested that a creche must be opened in the village by the Gram Sabha or the Government, so that the responsibility of looking after siblings does not rest on the young school going age children.

## 6. VILLAGE FATEHPUR

Focus Group Discussion was held in village Fatehpur of block Ferozabad. The block was selected as it had a higher

proportion of Muslims in its population. The village was also selected on the same basis. All the ten participants in the discussion belonged to the same community. The discussion was held on November 28, 1996 and lasted for about three and a half hours from 11:30 AM. The background of the participants in the discussion is given in Table 6.

Table 6 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE FATEHPUR

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Alladeen	M	51	Muslim	-	Labour	Parent
Naser Khan	M	45	Muslim	-	Labour	Parent
Babu Khan	M	40	Muslim	-	Labour	Parent
Deen Mohammad	M	45	Muslim	-	Labour	Parent
Nathi Khan	M	55	Muslim	-	Labour	Parent
Shaukat	M	30	Muslim	Vth	Tailor	Parent
Idrees	M	35	Muslim	IVth	Tailor	Parent
Smt. Mubena	F	32	Muslim	-	Housewife	Parent
Smt. Akberi	F	35	Muslim	-	Housewife	Parent
Smt. Rashidan	F	40	Muslim	-	Housewife	Parent

As is evident the group comprised seven male and three female participants. All of them were parents of school going age children. Occupation-wise, the participants



included five labourers and two self-employed as tailors. All the females were housewives. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for your children?' Most of them responded positively by maintaining that school education was important. Shri Shaukat was of the view that schooling teaches the child manners and discipline. Shri Bahu Khan said schooling develops a child's intelligence while Shri Naser Khan said it helps the child to get a job in the future. Some of the participants maintained that schooling was equally important for both boys and girls. An educated girl doing agricultural work will do it in a better manner, Shri Naser Khan said. Here again some participants highlighted the fallacy of the above assertion. Shri Deen Mohammad observed that most of the parents do not consider the education as important for their children as they do not see any immediate gain. Among those who consider it important prefer sending boys to school in comparison to girls. Shri Idrees while agreeing to the observations of Shri Deen Mohammad said that the main reason for this preference to boys' education was that girls help

out with the household chores and agricultural work. Proficiency in household work is considered more important.

To prevent this, Shri Deen Mohammad suggested that the parents be made conscious of the importance of education and that girls should not be engaged in household work during school hours. Smt. Akbari suggested that school going girls be given special facilities and concessions by the government and that the school should have a lady teacher as it will help increase enrolment of children in general and girls in particular.

To the next question, 'why are the girls being taken out of school more quickly than boys?'. Shri Idrees said that the main reasons for this were that girls have to help their parents in the household work and agricultural work and due to illiteracy parents do not realize the importance of their daughter's education. Thus, they are stopped from going to school. Another reason for quicker withdrawal of girls was poor economic conditions as Shri Shaukat elaborated, although in spite of which some parents try to educate their daughters till the primary level, Shri Nathi Khan added. Shri Idrees informed that girls were more interested than boys in studying but due to family conditions they are not sent to school so that they can help their parents in the household and agricultural work.

Shri Idrees and some others suggested the importance of girl's education must be impressed upon the parents. They



must also be convinced to send their daughters regularly to school and not to make them do household work and agricultural work. Further, they suggested that girls of poor families should be given stipend of a reasonable amount and books and stationery should be provided to them by the school.

Issue number 4 related to the specific problems that children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Alladeen, Shri Deen Mohammad, Shri Nathi Khan and Shri Shaukat said that although the language and text of the books posed no problem, the attitude of the teacher in the school was a serious problem. He is not taking any interest in teaching. After signing in the attendance register he generally leave the school to work in his agricultural fields. Thus, there is no teaching in the school due to which the number of children in the school had declined considerably. The children go to the school only for the purpose of getting 3 kgs. wheat that they get per month. Shri Idrees further informed that the parents prefer sending their children to a local private school, where fees @ Rs.10 per student is charged. Therefore there are a larger number of children in private school than in government school. Further, Shri Babu Khan pointed out that the people of the disadvantaged groups are poor and thus instead of sending their children to the private school, they make them do household work and labour, so as not to lose their direct or

indirect earnings. Another problem, Shri Alladeen pointed out was that the parents of this group are generally illiterate, due to which they cannot help their children in completing their school homework. This results in the child losing interest in his studies. Shri Deen Mohammad said that the market is 8-10 kms. away from the village. Due to this, parents find it difficult to arrange the books and stationery in time.

To solve the problems cited above Shri Shaukat and some others suggested that the teacher in the school must not be appointed from the village so that he stays in the school during school time and pay full attention to the children. Further, there must be at least two teachers in the school preferably female. Shri Alladeen suggested that all children of poor families must be given stipend and books while Shri Naser Khan suggested that study material be made available in the school in the beginning of the session so that parents do not have to go to distant market. He also suggested that a strict check on the activities of the teacher should be kept by the authorities or the Pradhan.

The next issue raised for discussion was 'what are the problems that girls of other group/children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Nathi Khan said that although the peer group attitude was cordial, the attitude of the teacher was completely indifferent. The

teacher do not teach properly and either go to home or to his fields after putting in his attendance. Due to this the children become indifferent towards their studies and ultimately stop going to the school. Due to indifferent attitude of teacher towards teaching girls are generally detained at home earlier as the parents consider their school going a waste of time. They are therefore, engaged in household work.

To improve the situation Shri Shaukat suggested that teachers must not belong to the village so that he devotes time in the school. Further, the number of teachers must be more than one, preferably lady teachers as they may devote time to teaching. Their presence may also attract more parents to send their daughters to school. Shri Idrees suggested that the education officials must also conduct regular inspections and take action against the irresponsible teacher.

The next issue for discussion was whether the children face problems in understanding the course. To this issue Shri Naser Khan and Shri Alladeen said they were not facing any serious problem. However, Shri Shaukat suggested that it would be more attractive and useful if information about course contents were related to the rural environment and activities such as village life, welfare programmes, agricultural implements and inputs. Further, the contents of text books must be of practical use. Girls should also be taught about handicrafts, tailoring, etc. Shri Indrees also

children get only 2 to 2.5 kgs. instead of the stipulated 3 kgs. He suggested that 3 kgs. wheat must be given and its distribution should be supervised by the Pradhan. Smt. Mubina also suggested that the stipend should be given every month and its amount must be raised to make it attractive.

The next very important issue for discussion was 'what are your expectations from the school system?' Shri Idrees said he expected regular and adequate number of teachers in the school so that there is proper teaching in every class. Shri Shaukat expected the school to have a decent building with adequate number of rooms. Shri Naser Khan expected the school to have facilities of recreation while Smt. Mubena thought the school should provide mid-day meals, study material to all girls and also to boys belonging to poor families should be provided free. Shri Alladeen expected the school to have a play ground with some games material. Shri Nathi Khan expected all children to be treated equally in school irrespective of their socio-economic background. Smt. Akbari expected the Pradhan to have control over the school activities and power to write C.R. of teachers. She also felt the lady teachers will be more useful as they will be regular and will also be sympathetic to children. They will not be as harsh as male teachers. She also said that to encourage children in general and girls in particular to complete their school education all girls and those boys belonging to poor families must be given stipend. To make the stipend attractive its present rate must be increased.

Issue number 10 related to the ways the constraints experienced could be overcome. Shri Shaukat suggested that the school system must be improved. There must be regular, permanent, sincere and adequate number of teachers preferably, lady teachers in the school. The teachers should not be from the village so that they stay in the school during its timings. Further the officials must conduct inspections and take action against the irresponsible teachers. A toilet must be constructed in the school. Smt. Mubena suggested that the children should be provided mid-day meals in schools in place of 3 kgs. wheat so that they can be directly benefitted and remain regular in school. Smt. Rashidan felt there was a need of additional class rooms in the school. Shri Shaukat also suggested the Government should launch a vigorous campaign through films, kathputli and other entertaining programmes to impress upon the parents the importance of school education for children and particularly girls. The Panchayat should also take active interest in this regard.

The last issue was 'in what ways the community can participate in overcoming the constraints?' Shri Babu Khan said that the community leaders can effectively impress upon the parents to send their children to school and not to detain them for household work and looking after siblings. Shri Idrees suggested that the NGOs or Gram Sabha should open a creche for children so that the responsibility of looking



after siblings does not fall on the school going age children and that they are able to go to school. The community and village elders and Pradhan should also take interest in the working of the school so that teachers devote their time in teaching and the students also take interest in their studies. They should also extend their help in solving day-to-day problems and in maintaining the school. Their association with the school activities will help in increasing enrolment and regularity in attendance of children.

## 7. VILLAGE NAGLA RATI

Focus Group Discussion was held in village Nagla Rati of block Tundla. The block was selected as it had a high percentage of Scheduled Castes in its population, and the village was also selected on the same consideration. All the ten participants in the discussion also belonged to the same castes. The discussion was held on November 30, 1996 and lasted for about four hours from 11:00 AM. The background of the participants in the discussion is given in Table 7.

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Table Z : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE  
NAGLA RATI

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Smt. Ratan Devi	F	45	SC	Xth	Housewife	Village Pradhan
Vinod Kumar	M	38	SC	VIIIth	Service	Parent
Kuldeep Singh	M	39	SC	XIIth	Business	Parent
Smt. Parveen Rani	F	29	SC	M.A.	Housewife	Parent
Smt. Urmila	F	30	SC	Xth	Housewife	Parent
Om Prakash	M	52	SC	XIIth	Business	BDC Member
Ram Murl	M	45	SC	B.A.	Service	Teacher
Smt. Mithlesh Kumari	F	30	SC	XIIth	Housewife	BDC Member
Pooran Singh	M	25	SC	-	Labour	Parent
Smt. Savitri	F	25	SC	-	Housewife	Parent

As is evident the group comprised five male and five female members. Position-wise, one of the female participants was the village Pradhan, two were members of the Block Development Committee, one was a teacher. Occupation-wise, all the female participants were housewives. Among males, two each were in business and service while one was a labourer. The summary of the discussion is given below.

## Result of the Discussion

The first question put to the participants was do you feel education as imparted by schools to be important for your children? Most of them reported positively by maintaining that school education was important. Smt. Ratan Devi said that personality of children develop in the school where they learn manners and also how to behave in group. They also learn about cleanliness. Smt. Parveen emphasized that education is important for both boys and girls as it benefits both. An educated boy can improve his life style while an educated girl ensures education for the next generation. Shri Om Prakash, Shri Ram Murti, Smt. Mithlesh and Smt. Ratna Devi said that most parents now want to send both boys as well as girls to school. Here, however, there was a difference in opinion. Shri Kuldeep said in comparison to girls boys were more regular. The main reason for this was their involvement in household work. Smt. Urmila said that it was important for girls to know how to do the household work, along with studies. Therefore, they were not as regular as boys in the school as some parents feel they should be proficient in it. To increase regularity of girls, Smt. Mithlesh observed that there was a need to impress upon the parents that education for girls was also very important these days, if they desire for their better future. She further suggested that to make schooling of girls more useful its syllabus should also include training in handicrafts etc. This will certainly improve their attendance.

To the next question 'why are girls being taken out of school more quickly than boys.' Shri Om Prakash said that only a few girls have been taken out of school in our village. Shri Vinod Kumar pointed out that although girls are sometimes held back at home to help in the household work they are not generally withdrawn from the school because of poor economic conditions of parents. Smt. Savitri said that poor economic conditions does pose some difficulties but primary education is not expensive and parents also realize the importance of education for girls. There was agreement on these observations among the participants. Smt. Parveen and Smt. Urmila added that due to poverty girls are temporarily detained at home to look after household work or when they are engaged by their parents in the agricultural work.

Shri Om Prakash suggested to encourage regularity in attendance the government should give stipend to girls of all the poor families and that the parents should also be convinced by elders that girls should not be engaged in household work during school hours.

As regards issue number 4, i.e. specific problems that the children of identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling Shri Ram Murti said that the language and contents of the books did not pose any problem. However, Shri Kuldeep pointed out that a serious problem was that the teachers do

not pay full attention to all the children. Generally, the weak students are not paid due attention by teachers due to which they become more weak in the class resulting in their loss of interest in studies. Smt. Urmila said that another problem was that most of the parents in the disadvantaged groups do not realize the importance of education for their children and instead of sending them to school they are engaged in household work. Smt. Mithlesh added that besides ignorance poverty of parents posed a serious problem which work as an obstacle in the education of their children.

To improve the situation Smt. Ratan Devi and Shri Ram Murti suggested that the parents should be made to understand the importance of education, so that they do not engage their children in household work during school hours and send them to school. Smt. Mithlesh suggested that the performance of teachers in the school must also be inspected from time to time so that they work sincerely and do not ignore weaker students.

Issue number 5 raised for discussion was 'what are the problems that girls of other group/children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Vinod Kumar said that although the teachers do not pay full attention to the students their attitude was not based on any consideration of caste or religion. The peer group attitude was also cordial. Smt. Savitri and Smt. Urmila agreed to the observation of Shri Vinod.

The next issue raised for discussion was 'whether the children face problems in understanding of the course.' To this issue Smt. Ratan Devi said that they were not facing any problem in relation to either the books or the language. Thus no change was needed in the text books. Others also agreed to this observation.

The next issue for discussion was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Smt. Savitri informed that the school does not have a toilet due to which the girls face great inconvenience. Shri Ram Murti added that the village school does not have a play ground and games material due to which the children especially girls are not able to play. Shri Om Prakash suggested that a toilet must be provided in the school. The school should also have a play ground and games material. The Gram Sabha should take interest and provide a play ground to the school at the earliest.

The next issue related to the existence of welfare schemes for school going children. Shri Kuldeep Singh informed that there was a provision of 3 kgs. wheat per student per month. Also, the Scheduled Castes children were getting stipend. Most of the participants were satisfied with the operation of these schemes. Smt. Praveen Rani suggested that to make these schemes more attractive the quantity of wheat given should be increased to at least 5 kgs. and the stipend must be given to the children every month instead of paying it at the end of the session.

The next very important issue raised for discussion was that 'what were their expectations from the school system?' Smt. Ratan Devi expected school to have a separate teacher for each class. Shri Vinod Kumar expected the school to have a decent building with adequate number of rooms. Shri Pooran Singh expected mid-day meals to be given in adequate quantity in the school, instead of monthly quota of wheat. Smt. Praveen and Smt. Urmila expected the school to supply books and stationery free to all girls. The school should also arrange sale of books so that people can conveniently buy them. Smt. Savitri expected the school to have a play ground with supply of games material. Shri Ram Murti expected the school holidays to coincide with the local festivals. Smt. Mithlesh expected the school to have more lady teachers and Shri Vinod Kumar opined that educated people from the disadvantaged group should be given preference in appointment of teachers so that people belonging to this group feel encouraged.

Issue number 10 was the ways to overcome the constraints they experience. For this Shri Puran Singh suggested that the parents should not engage their children especially girls in household work and must send them to school regularly. Smt. Praveen Rani suggested that to increase regularity in attendance, the government must provide assistance to all children of poor families in the form of stipend and books etc. She also suggested the school building should be



adequate, with necessary physical facilities and should also be maintained properly. Smt. Mithlesh suggested that the teachers should attend the school regularly. They should also devote their time to teaching so that children's stay in school is not wasted. The school must be inspected from time to time so that its working can be meaningful. Smt. Savitri suggested that the Pradhan should also take interest in the working of the school. Shri Pooran Singh suggested that the school must also organize some programmes of entertainment from time to time so that children and their parents have closer link with the school and its activities.

The last issue related to the ways in which the community could participate in overcoming the constraints. To this issue Smt. Urmila suggested that the community leaders and elders should impress upon the parents especially the mothers, not to engage their children in household work and in the care of siblings. They must be made aware of the importance of education so that they send their children to the school regularly. These community leaders should also take active interest in the working of the school so that it functions properly and the teachers pay due attention to the students. If community/village elders are able to improve the working of the school they will also be able to easily convince the parents about the utility of school education for their children.

## B. VILLAGE TUNDLI

Focus Group Discussion was held in village Tundli of block Tundla. The block was selected on the basis of a higher proportion of Scheduled Castes in its population. The village was thus, selected for the same consideration. Nine of the ten participants belong to these castes while one belongs to a General Caste. The discussion was held on December 2, 1996 and lasted for about three and a half hours from 11:0 AM. The background of the participants in the discussion is given in Table 8.

**Table 8 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE TUNDLI**

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Raj Bahadur Sharma	M	40	Gen	XIth	Service	Teacher
Raj Kumar I	M	25	SC	XIth	Trader	Parent
Nawab Singh	M	42	SC	-	Labour	Parent
Raj Kumar II	M	33	SC	VIIIth	Labour	Parent
Jai Kishan	M	32	SC	VIIIth	Labour	Parent
Hambeer Pankaj	M	35	SC	XIth	Trader	Parent
Smt. Pushpa Devi	F	27	SC	Xth	Housewife	Panchayat Member
Smt. Vimla Devi	F	45	SC	VIIIth	Housewife	Parent
Smt. Suraj Devi	F	27	SC	-	Housewife	Parent
Smt. Dayawati	F	28	SC	-	Housewife	Parent

As is evident the group comprised six male and four female members. One of them was a teacher while one female participant was a member of the village panchayat. Seven of the participants including two females were educated between class VIIIth and XIIth. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for your children?' Most of them responded positively by maintaining that school education was important. Shri Raj Kumar I, Shri Hambeer Pankaj and Smt. Pushpa Devi all argued that school education also teaches the children good manners and to respect elders. Shri Pankaj said that children study for at least 5-6 hours in school while at home they do some household work and spend most of the time in loitering or playing. Shri Jai Kishan, Smt. Vimla Devi and Shri Nawab Singh were of the view that education is equally important for both boys and girls. Shri Jai Kishan pointed out that an educated girl keeps the house clean and maintain an healthy environment. Smt. Vimla said educated girls do even household work better than uneducated one while Shri Nawab

Singh said that an educated girl ensures education for future generations. On this issue there was a difference in opinion. Shri Raj Kumar II said that parents generally give more importance to the education of their sons than daughters. This is in spite of the fact that girls are more interested than boys in studying and are generally more regular in school. Smt. Vimla Devi elaborated that boys usually avoid going to the school and usually play or loiter around.

The solution to this problem, as Shri Nawab Singh observed was that teaching should be done by the play way method, so that the children's interest in school is aroused and maintained. Further, there must be some games material in the school so that children are attracted. Parents must also keep a check on their children and must know what his/her child was doing by keeping in touch with the school. Their regular visits to school will also have a positive effect on teachers and they will feel their responsibilities.

To the next question 'why are girls being taken out of school more quickly than boys?' Shri Raj Bahadur Sharma said that parents do not attach importance to girls education and want their daughters to do household work and look after their younger brothers and sisters. The mothers want their daughters to help them in the household work. Another reason for early withdrawal of girls from school was conventional values and attitudes. Shri Raj Kumar II elaborated that parents marry their daughters at an early age. Thus, they do

not encourage their girls to study. They do not consider girls as part of their own family. They always think that she has to go to another family. In the family of in-laws also she has to do household work. Thus their consideration was only to get a spouse and marry their daughter at the earliest. The third reason for early withdrawal of girls was poor economic conditions of parents, as Shri Nawab Singh specified. Here, however there was a difference in opinion. Smt. Pushpa Devi said that upto the primary level the cost of education is not much. It is not due to poverty that they withdraw girls from school. It is primarily because they do not consider schooling of girls important. Here Shri Raj Bahadur added that although girls were more interested than boys in studying they were, however, not encouraged to go to school.

Shri Raj Kumar 1 and Smt. Dayawati suggested that to encourage parents to send their daughters to school the government must give stipend of an attractive amount to all girls. There should also be a separate school for girls. If it is not possible, the school must have only lady teachers who are generally more sincere than male teachers.

As regard issue number 4, i.e. the specific problems that children of the identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling Shri Nawab Singh said that the teachers do not pay full attention to the students. The poor and weaker students are

generally ignored. There is also no discipline in the government primary schools. Shri Raj Kumar I said that poor economic conditions of parents is another problem, due to which children do not go to school as they are required to help their parents at home. Girls help their mothers in the household work. Shri Jai Kishan pointed out that illiteracy of parents is also a serious problem due to which parents cannot help their children in completing the school home work. The children, therefore, feel scared to go to school. Shri Raj Bahadur observed that due to illiteracy among parents and their poor economic conditions most of the children belonging to this group remain irregular in their class. Due to this reason, they become weak in studies and eventually lose interest in school.

Shri Bahadur suggested that parents must be made to understand not to engage their children in household work during school hours and they should treat schooling of boys and girls equally important. The village elders can be useful in building an environment favourable to schooling of children as they are respected by youngsters. Smt. Pushpa Devi added that the contents of the books must be directly related to the socio-economic life of the village, so that the children can understand them easily.

Issue number 5 was 'what are the problems that girls of other group/children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Nawab Singh said that the teachers do



not give due attention to the students. They also do not give importance to discipline among the students. They remain indifferent if the children are fighting among themselves. The peer group attitude, however, was cordial with no feeling of any kind of superiority or inferiority.

Smt. Dayawati, Shri Jai Kishan and some others suggested that to improve the present situation the teachers must be appointed from the distant villages, so that they stay for full day in the school and do not go home in between classes. Smt. Suraj Devi suggested that school must have female teachers as they are generally more sincere.

The next issue for discussion was whether the children face problems in understanding the course. To this Shri Hambeer Pankaj and Smt. Pushpa Devi said that although the children were not facing any problem in understanding the contents of the text books but they do not feel attracted towards them as they were generally not related to the rural life. Smt. Vimla Devi suggested that books must provide information to the children which have practical utility and relevance for the rural society. Shri Raj Bahadur also suggested that subjects of practical use must be taught to the children so that they can learn them easily.

Issue number 7 was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Hambeer Pankaj said that the school does not have a toilet due to which children especially girls are

put to great inconvenience. Shri Nawab Singh complained that although there is a play ground in the school there are no games' material.

Shri Raj Bahadur suggested that the government should construct a toilet in the school at the earliest. Provision of funds for the school to buy games material was suggested by Shri Jai Kishan. Shri Bahadur and Shri Jai Kishan were supported by Smt. Vimla and Smt. Dayawati.

The next issue related to the existence of welfare schemes for school going children. Shri Jai Kishan informed that all the Scheduled Caste and Muslim children were getting stipend at the rate of Rs.144 per year from the school. All children (irrespective of Caste) were also getting 3 kgs. wheat per child per month.

Shri Hambeer Pankaj complained that scheme of wheat distribution was not operating properly because the wheat distributed was not weighed properly - instead of the stipulated 3 kgs. the children got only 2 to 2.5 kgs. per month.

The next issue was related to the expectations from the school system. Shri Nawab Singh expected the school to have a decent building with enough rooms preferably one per class. He also expected the school to have a separate teacher for each class. Smt. Dayawati expected the school to have facilities for recreation. Smt. Vimla expected the school to

supply adequate quantity of mid-day meals to students instead of 3 kgs. wheat which did not help the children much. Shri Raj Kumar I expected the school to supply study material free to all girls and to those boys who belong to poor families. Shri Hambeer Pankaj expected all children to be treated equally in school irrespective of their socio-economic background while Smt. Pushpa Devi expected the school to have only lady teachers. Shri Raj Kumar II expected the school holidays to coincide with the local festivals and agricultural seasons. Shri Raj Bahadur Sharma thought that educated people of the socially disadvantaged group must be appointed as teachers so that children belonging to this group are encouraged by their example.

Issue number 10 was 'what are the ways to overcome the constraints.' To this Shri Raj Bahadur suggested that an environment conducive to schooling of children in general and girls in particular must be created in the village by the Gram Sabha members and community elders. Smt. Suraj suggested that the building of the school must be adequate and properly maintained and should provide all basic facilities so that it has attraction for children. She further suggested that a close check on the activities of teachers by the Gram Sabha may improve the working of the school significantly.

The last question related to the ways the community can participate in overcoming the constraints. Smt. Dayawati, Shri Jai Kishan and some others suggested that the community

leaders can convince the parents not to make their children, especially girls, do household work and look after siblings during school hours. They can be convinced to send their children to school so that their future can be improved. The members of the Gram Sabha must take interest in the working of the school. If school functions properly and teachers show their sincerity they can easily convince the parents about the utility of school education for their children.

## **9. VILLAGE RUDU PAHARPUR**

Focus Group Discussion was held in village Rudu Paharpur of block Narkhi. Since the block was selected on the criterion of Scheduled Castes population the village was also selected for the same consideration. Nine of the ten participants belonged to the same Castes. The discussion was held on December 4, 1996 and lasted for about four hours from 11:0 AM. The background of the participants in the discussion is given in Table 9.

**Table 2 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE RUDU PAHARPUR**

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Nathu Singh	M	53	SC	VIIIth	Cultivation	Village Pradhan
Viri Singh	M	40	SC	-	Cultivation	Parent
Bachu Singh	M	40	SC	VIIIth	Cultivation	Parent
Rais Pal	M	35	SC	-	Labour	Parent
Kanhaiyalal Gupta	M	33	Gen	XIIth	Trader	BDC Member
Prem Pal	M	30	SC	-	Labour	Parent
Ramesh Chander Singh	M	31	SC	VIIIth	Cultivation	Parent
Smt. Mamta	F	28	SC	VIIIth	Housewife	Parent
Smt. Kanha Devi	F	28	SC	-	Housewife	Parent
Smt. Mayawati	F	35	SC	-	Housewife	Parent

As is evident the group comprised seven male and three female members. One of them was a Village Pradhan and one was the member of the Block Development Committee. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for

your children?' Most of them responded positively by maintaining that school education was important. Shri Nathu Singh said that education enhances knowledge and gives direction to life of the child. Shri Vini Singh and Shri Bachu Singh observed that education teaches a child to respect and love for all. Shri Kanhaiyalal said that education is important for boys and girls both. Educated girls like boys can stand on their own feet. Shri Ramesh, however, said that although parents say that education is important for both boys and girls they prefer to send only their boys to school. Smt. Manta said that the main reason for this was the illiteracy due to which they do not realize the importance of education of their children. Smt. Kanha Devi agreed to these observations and added that the mentality of some of the parents was that the girls marry and go away. They have to do household work in their in-laws house. So there is no pressing need for educating girls. Thus, they do not attach importance to their daughters' education. Shri Nathu observed that in comparison to girls boys were more regular, but when they are not sent to the school they do household work and look after their younger brothers and sisters.

To improve the situation Smt. Mayawati suggested that the parents must be convinced about the need and importance of education for their children. They should also be convinced that educated girls get more respect in their in-



laws house. They should, therefore, enrol their children and see that they complete their primary education.

To the next question 'why are girls being taken out of school more quickly than boys?' Shri Rais Pal and Shri Prem Pal replied that the main reason for this was household work. Girls are made to do household work due to which they are not able to attend school. Smt. Mamta said another important reason is poor economic conditions due to which some parents cannot afford to educate their daughters. Though school education is free but they find it difficult to arrange books and reasonable clothes for girls. Smt. Kanha Devi observed that many a parents believe girls' education is unimportant. Here, however, there were a difference in opinion. While differing with this view Shri Nathu said that some parents do think conservatively, not all. Shri Viri Singh added that though girls are more interested than boys in studying, many parents take interest in their son's education only. Shri Viri Singh was supported by Shri Prem Pal, Shri Ramesh and Smt. Mamta.

Shri Nathu suggested that to increase enrolment and regularity of girls in school and to reduce cases of drop-out among them, the parents of the girls must be made aware of the importance of education for girls. Shri Viri and Shri Bachu suggested that monetary help in the form of stipend and books should be given to the children of poor families. Equally important is that the parents should also be educated

without which they may not be able to realize the importance and utility of education for girls.

Issue number 4 was the specific problems that the children of the identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Shri Kanhaiyalal observed that although the language and text of the books is easily understandable, the contents of the books are not very useful. Shri Ramesh felt that since most of the persons of the disadvantaged group were poor, they could not afford to educate their children. Moreover, they want their school going age children to help them in household work so that elder females in the family can undertake job. Shri Viri and Shri Bachu suggested that children as well as their parents may feel attracted to school education if the contents of the books are modified and made useful for them.

Issue number 5 raised for discussion was 'what are the problems that children of the socially disadvantaged group and girls of other group face in terms of teachers attitude and peer group attitude?' Shri Bachu and Shri Ramesh Singh said that the teachers were sincere and paid due attention to all the students without any discrimination between boys and girls or their socio-economic background. The peer group attitude was also cordial and there was no feeling of any kind of discrimination among them.

The next issue for discussion was whether the children face problems in understanding the course. Shri Reis Pal, Shri Kanhaiya and Shri Prem Pal observed that the children did not face any problem in respect of the medium of instructions or in understanding the text of the books.

With regard to the next issue i.e. the problems the children in general and girls in particular face in terms of physical facilities. Shri Ramesh Chander Singh said that the village school does not have a play ground and the children especially the girls were not able to play. Shri Prempal added that the school also does not have a toilet. Smt. Mayawati suggested that the school must have all basic facilities such as drinking water, toilet and a play ground so that children and particularly girls do not feel uncomfortable during their stay in the school.

The next issue related to the existence of welfare schemes for school going children. Shri Viri Singh informed that the children belonging to only the Scheduled Castes were getting a stipend of Rs.12 per month. Shri Nathu Singh informed that there was also a provision of 3 kgs. wheat per student per month. Although most of the participants were satisfied with the functioning of these schemes. Smt. Mayawati, however, suggested that instead of the 3 kgs. wheat per child per month mid-day meals should be given to the children in the school. This, she said will encourage enrolment as well as regularity in attendance. Besides,

stipend should also be given to all children belonging to the poor families.

The next very important issue (No.9) raised for discussion was that 'what were their expectations from the school system?' Shri Viri Singh expected committed regular and adequate number of teachers in the school. Shri Bachu Singh expected the school to have a decent building with enough rooms preferably one for each class, while Smt. Kanha Devi expected facilities for recreation in the school. Shri Kahnaiya Lal expected the school to provide mid-day meal. Shri Nathu expected the school to supply study material to all children belonging to poor families. He also expected the school to have all basic facilities including play ground and games material, safe drinking water and a toilet. Shri Prem Pal expected all children to be treated equally in school irrespective of their socio-economic background. Shri Rais Pal expected the school to have at least one lady teacher. Smt. Mamta expected the teachers to teach children in simple language so that it can be easily understood.

Issue number 10 was 'what are the ways to overcome the constraints you experience?' Smt. Mamta, Shri Rameshwar Singh and some others suggested that an environment favourable to children education should be created in the village, awareness of the benefits of education must be effectively propagated through all kinds of media and those who are illiterate must be educated so that their attitude

towards school education and its importance is changed favourably. This will encourage parents to send their children especially girls to school, instead of engaging them in household work. Shri Rais Pal suggested that all children of poor families should be given stipend of a reasonable amount. They should also be provided books by the school. He said that provision of such facilities and support in the school would encourage children to attend it.

The last question related to the ways the community can participate in overcoming the constraints. To this Shri Bachu said that the community elders/leaders can educate the parents about the benefits of school education. They can be helpful in convincing the illiterate parents that children must be sent to the school and that they should be encouraged to complete at least their primary education. The Gram Sabha and its Pradhan and other members can effectively launch a vigorous drive for this purpose, like the one they carried out recently in favour of immunisation of children. The Gram Sabha can also provide employment under Jawahar Rozgar Yojana, on preferential basis, to those whose children were attending the school. Shri Viri suggested that a creche should be opened in the village so that working mothers can leave their children there when they go to work.



## 10. VILAGE NAGLA SIKANDAR

Focus Group Discussion was held in village Nagla Sikandar of Block Narkhi. The block was selected as it had a significant proportion of population of the Scheduled Castes. The village was also selected on the same basis. Eight of the ten participants in the discussion belonged to the same caste, one belonged to the General Caste and the other was a Muslim. The discussion was held on December 6, 1996 at 11:0 AM and lasted for about two and a half hours. The background of the participants in the discussion is given in Table 10.

Table 10 : PROFILE OF PARENTS PARTICIPATED IN FGD AT VILLAGE NAGLA SIKANDAR

Name	Sex	Age	Caste	Educa- tion	Occupation	Position in Village
Laya Singh	M	45	SC	XIIth	Service	Parent
Suraj Pal	M	48	SC	IXth	Trade	Parent
Nazaruddin	M	32	Muslim	Vth	Service	Pradhan
Santosh Kumar	M	30	SC	Vth	Cultivation	Parent
Ramesh Pal Singh	M	50	Gen	Xth	Service	Teacher
Ram Singh	M	55	SC	-	Trade	Parent
Smt. Maya Devi	F	45	SC	-	Labour	Parent
Smt. Sukh Devi	F	35	SC	-	Labour	Parent
Smt. Charn Devi	F	33	SC	-	Labour	Parent
Smt. Shanti	F	38	SC	-	Housewife	Parent



As is evident the group comprised six male and four female members. By occupation one of them was a teacher while two others were also in service, two were in trade and one was in cultivation. Three of the four female participants were labourers. The Group also included the Gram Pradhan. The summary of the discussion is given below.

### **Result of the Discussion**

The first question put to the participants was 'do you feel education as imparted by schools to be important for your children?' Smt. Maya Devi, Smt. Sukh Devi, Shri Ram Singh and Shri Nazaruddin maintained that school education was important. Shri Layq Singh said that educated children have a better future. Shri Suraj Pal was of the view that school education helps in mental and social development of the children. They know what is good and what is bad for them. Shri Nazaruddin said that school going children also learn manners, to respect elders. Their behaviour improves considerably. Most of these participants felt that the education of boys and girls is equally important. However, Smt. Charn Devi was of the view that boys are educated to manage their own living while an educated girl ensures education for the next generation. Shri Suraj Pal agreed and

added an educated girl can also earn a living and help her family in times of crisis. Shri Ram Singh, however, said that in comparison to girls, boys are more regular in school as girls have to do household work. Smt. Sukh Devi, Smt. Charn Devi and Smt. Shanti agreed that due to economic problems and work in the household many girls are not enrolled in school and if they are enrolled they do not get time to attend it regularly. To prevent this the parents must be made to understand that education was equally important for girls. If they are educated they will become a source of respect and prestige for parents when they go to in-law's house as they will manage the household affairs in a better way.

The next question was 'why are girls being taken out of school more quickly than boys?' To this Shri Suraj Pal Singh said that it is not true that girls are being taken out of school more quickly than boys. He said that the parents and the girls themselves are aware of the benefits of education. Further, the girls themselves are interested in studying. However, Shri Nazaruddin told us that it is only in very difficult situations that the girls are taken out of school. Shri Santosh Kumar and Shri Layq Singh said that poverty and household work are the two main reasons that act as impediments to a daughters education. There are some families who live in abject poverty and, therefore, cannot even think of educating their daughters. When girls do not go to school, Smt. Shanti Devi said, they do household work.

To help the girls go to school Shri Layq Singh suggested that first they must be given monetary help in the form of a reasonable amount of stipend, books, etc. and mid-day meal; and second, they must be made aware of the importance and utility of education. For this purpose the school environment can effectively contribute significantly.

As regards issue number 4, i.e. specific problems that the children of the identified socially disadvantaged group (Scheduled Castes and Muslims) face in terms of schooling. Smt. Sukh Devi pointed out that the illiteracy of parents poses a great problem in the schooling of their children due to which they do not realize the importance of education of their children in general and girls in particular. They feel that it is not going to benefit them in any way. They will not be able to send them for higher studies. And, after completing primary education they will not get a job. Thus, spending time in school is waste of their time and the family will also suffer from loss of income which they may earn if they work. And, those who send their children to school can not help them in their studies due to which their children remain weak in the class. Most of the participants supported the observations of Smt. Sukh Devi. Smt. Maya Devi added poverty was another problem, due to which parents prefer their children to help them either in household work or in cultivation. She was supported by Shri Ram Singh and Shri Charan Singh.

To solve the problems they were facing, Shri Santosh Kumar suggested that the parents must also be educated through the Adult Literacy Programme. He also suggested that Adult Literacy Programme should be handled very seriously through which evening classes should be conducted in group of not more than ten persons. The classes should be held regularly.

Issue number 3 raised for discussion was 'what are the problems that girls of other group/children of identified socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?' Shri Layq Singh, Shri Santosh Kumar and Shri Ramesh Pal Singh agreed that the attitude of the teachers was good and not based on any consideration of sex, caste or economic status of children. The peer group attitude was also cordial, so their children did not face any such problems in the school.

The next issue raised for discussion was whether the children face problems in understanding the course. To this issue Shri Ram Singh and Smt. Shanti observed that the children were not facing any problem in this regard.

The next issue for discussion was 'what are the problems the children in general and girls in particular face in terms of physical facilities?' Shri Nazaruiddin said that the school did not have a toilet due to which the girls in the school were facing lot of inconvenience. Shri Santosh Kumar said that although the school had a play ground it did not

have any games material due to which children had no opportunity to play organized games. Shri Suraj Pal suggested that the government must provide a toilet and some games material to the school.

The next issue related to the existence of welfare schemes for school going children. Shri Santosh Kumar informed that all the Scheduled Castes children were getting a stipend of Rs.144 per year. All children with 80 per cent of attendance were also getting 3 kgs. wheat per child per month.

Some of the participants were critical about the operation of these schemes. Shri Ram Singh and Shri Ramesh Pal Singh said that the quantity of wheat issued for distribution under the scheme is generally short, than required, for the number of children enrolled. Due to the short supply children do not get the stipulated 3 kgs. wheat per head. Further, they said that 3 kgs. wheat was not enough for a child for a month, so there is a need to increase its quantity. Smt. Shanti suggested that the wheat issued under the scheme for distribution must be in accordance with the number of students in the school so that the correct quantity can be distributed to children. Further, Shri Nazaruddin suggested that the stipend must also be given to all the children belonging to families with poor economic conditions.



The next very important issue related to the expectations from the school system. Most of the participants thought that the school must have adequate number of teachers, i.e. separate teacher for each class. Shri Layq Singh expected that the school must have a decent building with sufficient number of rooms. Shri Suraj Pal Singh expected the school to organize recreational activities regularly. Shri Santosh Kumar wanted the school to provide books and study materials to all poor children. He also expected all children to be treated equally in school, irrespective of their socio-economic background. Shri Ram Singh wanted the school holidays to coincide with the local festivals and agricultural seasons. Smt. Maya Devi and Smt. Charn Devi wanted the school to have at least one lady teacher so that the girls in the village are encouraged to attend it. Smt. Sukh Devi added that the educated people of the Scheduled Castes in the village be appointed as teachers.

Issue number 10 related to the ways through which the constraints felt by the people can be removed. To this Shri Nazaruddin replied that an environment favourable to school education of children must be created in the society. The people must be made aware of the importance of education. Smt. Shanti suggested that children of poor families must be supported by the school by providing them facilities such as mid-day meals, books and stationery, and stipend. All girls from such families should also be given one set of clothes per year.



To the last issue 'what are the ways in which the community can participate in overcoming the constraints?' Smt. Sukh Devi said that the senior and respectable community members should launch a door to door propoganda for the spread of education among children as well as adults. They must also try to influence the thinking of illiterate parents in favour of girls education. Shri Suraj Pal also suggested that they must impress upon the parents not to engage their children in household work and for the care of siblings at least during school hours. Instead, he suggested the Gram Sabha should run a creche for babies in the village so that the time of the school going children is not wasted in taking care of their siblings. Further, almost all the participants suggested that community elders should take initiative in convincing parents in favour of school education of their children, particularly girls.

## IMPORTANT POINTS EMERGED IN DISCUSSION

The important points that emerged in FGDs in the ten selected villages of the District were as under :

### Issue No. 1

1. Most of the participants in the FGD in the selected ten villages of the district observed that school education was important for their children. They also considered it equally important for boys and girls as it helped them : (a) get respect in the society; and (b) do better in every walk of life.
2. Education helps children to develop their personality, good character, manners and behaviour. It also increases confidence among them.
3. Schooling makes the children conscious about punctuality as they are required to reach the school in time.
4. Education enhances confidence among children which helps them in all walks of life.
5. Education creates consciousness about health care and cleanliness.

6. Educated children can benefit more from various welfare programmes of the government.
7. Educated girls get spouses from better families and they can manage their household activities and look-after their families in a better way. She can stand on her own feet and earn in times of crisis.
8. By educating a girl, education for the next generation is ensured.
9. The school going girls were considered more serious in their studies than boys.

Some of the Important Points Emerged in the Discussion Against Schooling of Children were :

10. There is no immediate economic return of school education whereas by helping their economically poor parents children can contribute, directly or indirectly, to the income of the family.
11. Economically poor parents feel that boys can contribute to the family earnings by working during agricultural season while girls may help by doing household work and leaving their mothers free to work and earn.
12. Since school does not provide any vocational/technical training, economically poor parents do not see any immediate gain from school education.

13. Poverty of parents prevent them from sending their children, particularly girls, to school.
14. Sending children to school is waste of time because the teachers were insincere and irregular and they do not take interest in their job.
15. The primary responsibility of girls was household work. They have to be proficient in this only. Schools do not teach such things. By attending the school for almost the full day they cannot devote sufficient time to household work and will, therefore, not be able to learn how to shoulder their primary responsibilities efficiently.
16. School education for girls was not as important as for boys as after marriage they have to go to their in-laws' house and they have to be proficient in household work. Further, people find it difficult to get a match for their daughters if they are educated.
17. Due to poverty and illiteracy some of the parents generally do not consider schooling of girls as important as they consider it for boys. Most of the enrolled girls of such families remain irregular in school as they are not encouraged by their parents to attend their classes regularly.
18. In families where girls are required to look-after household work they remain irregular in school and where

boys have to work with their fathers, particularly during agricultural season they remain irregular in their class.

### Issue No. 2

1. Girls were generally withdrawn from school earlier than boys in case parents were economically poor or illiterate.
2. The girls in such families have to shoulder the responsibilities of cooking food, looking after siblings and collecting fodder for the family cattle so that their mothers can work and contribute to family income. Sometimes, girls have also to help their parents in agricultural work. Under such conditions they become irregular in their school. Eventually, they drop-out earlier than boys.
3. Due to illiteracy parents do not realize the importance and utility of school education for girls and, therefore, they do not encourage them to go to school regularly. After one or two years of their schooling they prefer them to stay at home and look after the household work. The girls also lose interest in the school and ultimately drop-out.



4. In some families the parents feel that girls of 8-9 years age sitting with boys in school was not desirable. They, therefore, withdraw them after two-three years of schooling.
5. Absence of lady teachers in the school also has a negative effect on the thinking of parents which discourages some of them to send their daughters to school.
6. Since girls do not have to take-up jobs in office, there is no point in wasting their five years in school. They are, therefore, withdrawn when they develop the ability to read and write.
7. Some parents discriminate between boys and girls. Generally, schooling of boys continue even if they fail in examinations while girls are withdrawn if they perform similarly.

#### Issue No.4

1. Some participants suggested the language used in the text books needs simplification as children find it difficult to understand some of the difficult words. Some of the participants also considered the standard of



the text books as high, particularly, for children belonging to the socially disadvantaged group who were generally weak in their class.

2. Some of the contents of the text books were felt unfamiliar and not so useful for children. Its language was considered more urbanised.
3. Due to poverty, the parents either do not enrol their children in school or even if they enrol them they do not take interest in their studies. They engage them in household activities. Thus, their children remain irregular in school. The children, therefore, become weak in their class and lose interest in their studies. This results in their leaving the school.
4. Most of the parents in this group are economically very poor and, therefore, find it difficult to arrange books and stationery for their children in time.
5. A common observation of the participants was that school going girls need proper clothes while parents in the socially disadvantaged group find it difficult to arrange them due to their poverty. They felt it was an important reason for irregular attendance of girls in school.
6. Generally, children belonging to socially disadvantaged group were weak in the class as due to their involvement in household/earning activities they become irregular in

the school or their parents being illiterate were unable to help them complete their home work. They, therefore, need greater attention and support of teachers which, however, was not possible due to shortage of teachers and a high student-teacher ratio. Due to lack of attention of teacher, children spend most of their time in playing.

7. The teachers generally pay greater attention to the good students and the weak students, who generally belong to this category of population, suffer. They, therefore, lose interest in their studies.
8. A common observation of the participants was that the teachers were irregular in attending the school. During agricultural season, after signing their attendance they leave the school to look after their cultivation work. They also do not observe school timings. Due to such conditions there is no academic environment in school and no discipline among students. The weak students, in this situation, suffer most and lose interest in their studies.
9. Lack of lady teachers in school works as a deterrent for girls in general and those who are weak in their studies in particular.
10. The facility for teaching Urdu in the school was not adequate. In some schools Urdu teacher had not been provided while in some others after the transfer of an

Urdu teacher no one had been posted. Since the Urdu teacher has also to teach other subjects he pays little attention towards teaching of this language.

### Issue No. 5

1. Due to large number of students in the class teachers were not paying adequate attention to the children. Some, however, observed that irrespective of caste background the children belonging to the economically poor families were generally not paid due attention by the teachers. Since most of the families in socially disadvantaged group were also economically poor the teachers' attitude affects the children from the families under this group most.
2. Teachers discriminate students on the basis of their socio-economic background.
3. Some participants observed that the behaviour of the teachers was not good. Their attitude towards children was indifferent as they were not taking interest in teaching.
4. The teachers are generally irregular and do not observe school timings. They are, therefore, not able to give sufficient time to children.

5. In the absence of female teachers girls often feel alienated as only the active boys get attention of the teachers. Teachers do not generally pay due attention to girls. They do not care if they are irregular. They pay more attention to boys.
6. The general observation about peer group attitude was that the relations among children were cordial and there was no feeling of caste, religion or economic superiority/inferiority among them.

#### Issue No. 6

Though some participants felt that there was a need to simplify the language of the text book by replacing difficult words, most of the participants, however, observed that their children had no serious problem in understanding the contents of the text book. They felt neither the language nor the contents were difficult to understand.

#### Issue No. 7

The problems that the children in general and girls in particular face due to inadequate physical facilities as identified by the participants were :

1. In two villages, the road leading to the school was bad and uneven and difficult to use during rainy season when it normally remained water logged.
2. Non-existence of a toilet within the school buildings of eight villages caused serious problem, particularly for girls.
3. Lack of a safe source of drinking water in the school in two villages was mentioned as a serious problem for children particularly during summers.
4. Absence of a play ground was considered a serious drawback for children in three villages due to which they were not able to play. In the remaining seven villages the participants in the FGD observed that though there was a play ground, the school had no games material to play. They emphasized the need of games material in the school so that children do not loiter or fight among themselves. Instead, they should spend their free time in playing in a disciplined way.
5. The participants in the FGD were very critical about the lack of basic facilities like toilet and drinking water. For the bad condition of the road leading to the school, they generally criticised the Gram Sabha which did not care for the school going children.
6. Inadequate building of the school which cannot conveniently accomodate the number of children enrolled.

Similarly, the number of rooms were much less than number of classes, due to which teaching was affected adversely. Besides, teachers' attention was also divided as students of more than one class sit in a room due to which the students suffer.

7. In one of the villages the participants described the condition of school building as unuseable as its floor was broken and children were facing great inconvenience in sitting on it.

### Issue No. 8

1. The participants were aware about two schemes in operation for school going children. They mentioned (a) the provision of 3 kg. wheat per child per month; and (b) stipend paid to all the children belonging to the Scheduled Castes @ Rs.12 per month. At a few places the participants also mentioned that some children belonging to the Muslim and poor families of other castes were also getting the stipend.
2. The participants also informed that the stipend amount for a year was paid in one instalment, at the end of the school session.
3. As regards the distribution of wheat the participants in



most of the villages complained about cheating in weighing the wheat by the supplier. Most of them observed that instead of 3 kgs. they were actually getting not more than 2.5 kgs. In some villages people also complained that the wheat was not distributed inside the village. Children had to walk for about 3 kms. to collect it.

### Issue No. 9

While discussing this issue the participants in the FGDs expressed their expectations from the school system. They expected the schools to have :

1. A decent building with a separate room for each class.
2. Easy approach and location at a short distance of not above 1 km.
3. Basic facilities such as a toilet, safe source of drinking water, play ground and games material.
4. Programmes for recreational/cultural activities for students as well as parents.
5. Mats/Durrie for children and adequate furniture for teachers and a fan in each class-room.

6. Committed regular and trained teachers preferably from outside the village so that they do not go to look after cultivation during school hours.
7. Separate teachers for each class.
8. Preferably more or at least one lady teacher.
9. Teachers belonging to the identified socially disadvantaged group particularly in areas having significant population of persons of this groups.
10. Teachers who treat all children equally irrespective of their social/economic background.
11. Teachers who pay greater attention towards weak students.
12. An environment which has no traces of any kind of discrimination on the basis of socio-economic background of students.
13. Ameliorative programmes such as supply of adequate quantity of mid-day meal to all children, stipend of reasonable amount, books and stationery to all girls and to the boys belonging to economically poor families and one set of uniform per year to all the girl students.
14. Holidays in accordance with agricultural season and local festivals.

15. Facilities for technical/vocational training for boys and training in handicrafts, tailoring, knitting and embroidery for girls so that their education in school becomes more meaningful.
16. In the curriculum provision of teaching of Urdu also, besides other subjects.

### Issue No. 10

1. First of all the participants thought the parents have to be made aware of the importance of school education for their children in general and girls in particular. They have also to be impressed that school education was equally important for boys and girls. The teachers can play a significant role by keeping regular contacts with parents of particularly the non-school going children and by generating in them interest in school activities through regular get-togethers or cultural programmes in the school.
2. An environment in favour of school education of children has to be built up in the village through an effective propaganda and campaign by involving the community/village elders, Gram Sabha, school teachers and social workers. The parents should also be impressed not to

engage their children in household activities during school hours.

3. More female teachers than males or at least one can create a better environment in school. It will also attract more parents to send their daughters.
4. An adequate and properly maintained school building with sufficient physical facilities and regular, trained and committed teachers will improve the village environment in favour of school education of children.
5. The day-to-day management and close monitoring of the activities of the school should be made the responsibility of the Gram Pradhan who should also be given power to write annual CR of teachers.
6. The Gram Sabha should establish a creche for the toddlers of working mothers so that girls are not detained at home for the care of their siblings.
7. Priority in employment under JRY and in assistance under IRDP should be given to the parents of school going children.
8. Wherever parents want, an Urdu teacher should be provided for teaching this language.
9. Contents in the text books should match the socio-economic and cultural environment of the village.

10. A reasonable amount of stipend, not less than Rs.25 per month, should be paid to all the school going girls. Besides, they should also be provided books and stationery and one set of clothes per year so that girls and their parents both feel interested in school.

### Issue No. 11

1. Generally, the participants in the FGDs felt the community can play a significant role in developing an environment in favour of school education of children. They observed that in the village society some values still exist. Generally, people have respect for elders. Parents of even married children have greater control over the family matters and their say in the affairs of their grand children is greater than that of their sons. The older persons were, however, generally illiterate. Any effort for removing the constraints with regard to the schooling of children will, therefore, have to be made through them. But, first they will have to be convinced.
2. The active and enlightened elder persons of the village can convince the parents of non-school going children about the necessity of sending their children to school.

Since most of the parents were generally not very enthusiastic about the education of girls the elder family members can play a significant role in convincing them about the need to educate their daughters also.

3. The elders in different castes and religious communities can help promote an environment favourable to girls education in their community. If they actively support it the parents in the younger generation will be easily convinced. The participants also observed that the influence of the caste/religious leaders on the members of their community was significant and people generally follow their advice. If they actively try, they can easily persuade parents to enroll their children in school.
4. The village/community leaders/elders through their concerted efforts can impress upon the parents not to engage their children and particularly girls in household work and in the care of siblings, at least during school hours so that they can attend school regularly.
5. The participants observed that people generally blame their poor economic conditions for their inability in sending their children to school but the fact is that most of them do not realize the importance and necessity of school education for their children. The village and



the community leaders/elders can create consciousness among such parents as the views of village/ community leaders/elders are generally respected.

6. The Pradhan and members of Gram Sabha can also encourage parents to send their children to school by advocating for the cause individually, and through the Gram Sabha meetings collectively.
7. The Gram Sabha should establish a creche in the village so that working mothers can leave their toddlers there and school going girls are saved from looking after their siblings.
8. The school generally lacks attraction for children and parents both due to its highly inadequate building, insufficient, irregular and uncommitted teachers and its inadequate functioning. It is, therefore, essential that the school should be made attractive. The Pradhan, Members of the Gram Sabha, village and community elders should therefore take active interest in its working. Through their efforts the working of the school is bound to improve. They can then easily and effectively impress upon the parents to enrol their non-school going children and see that they complete their primary education.

## CHAPTER V

### SUGGESTIONS FOR INTERVENTION

The Focus Group Discussions in the ten villages selected in the district for the purpose of the study were lively as care was taken that every one of the participants should take an active part and express his/her views freely. During the course of discussion the participants suggested certain measures for improving the conditions in favour of education of children in general and girls in particular. Their suggestions have been included in the village-wise report of FGDs. In the following, we present a summary of the important suggestions received from the participants of the FGDs in district Ferozabad.

- I. During the discussions two major reasons for indifferent attitude of parents towards school education of children in general and girls in particular had emerged. They were : (a) poverty; and (b) illiteracy among them.

To attract poor parents to enrol their children and allow them to complete their primary education the suggestions included :

- (a) Books and stationery should be provided by the school to all the students belonging to identified socially disadvantaged group and to those of the poor families of other group.
- (b) The stipend should also be paid to all the school going children belonging to the economically poor families of other group.
- (c) The present rate of stipend paid to the children of identified socially disadvantaged group was considered meagre and, therefore, unattractive. It should, therefore, be enhanced to a reasonable amount.
- (d) All school going girls should be given stipend - irrespective of their socio-economic background. The present rate was highly inadequate particularly for girls. To enable the economically poor parents to arrange reasonable clothes for their school going daughters they should be paid a monthly stipend of at least Rs.25/-.
- (e) The payment of stipend should be made every month, instead of the present system of payment at the end of the school session.

II. To develop consciousness among illiterate parents about the importance and utility of school education for their children the following measures were proposed:

- (a) The literacy campaign for adults will have to be carried out by the concerned agencies in its true spirit. Merely writing of slogans on walls do not mean much. A vigorous campaign through films, kathputli and other entertaining programmes should be organized to impress upon them the importance of Adult Literacy Programme. The illiterates should also be contacted individually and persuaded to spend some of their time on study. The volunteers should sincerely devote time in teaching them. The Pradhan, Gram Sabha Members, school teachers, village and community elders can help a lot in this regard. Their active support and cooperation must be sought to generate an environment in favour of the campaign. If the Adult Literacy Programme is successful it will have a positive impact on the attitude of parents towards the school education of their children.
- (b) Parents must be convinced that (a) school education was equally important for boys and girls; (b) besides making them literate the school helps the children in improving their capabilities, manners and discipline. Such abilities will help them in managing their household in a better way; and (c) by educating a girl, education for the next generation is ensured. They should also be

convinced that they should not consider schooling of children as a loss of direct or indirect family earnings. They should look at it as a means for their better future. The school going age children should not be detained at home for household work and this work for girls must be avoided during school hours so that they can attend school regularly. Thus, there is a need for building an environment in favour of school education for children in general and girls in particular. The village/community elders, Gram Sabha members and school teachers can play a significant role in building such an environment.

- (i) In the village society village/community elders are still respected. If they actively take interest in the school education of children and try to persuade their parents it is most likely to have a good effect on their indifferent attitude towards schooling of children in general and girls in particular.
- (ii) The Gram Sabha should establish a creche in the village so that working mothers can leave their toddlers there and the school going girls are saved from looking after siblings.

- (iii) The school teachers can help a lot in developing the village environment in favour of school education for children by : (a) attending the school regularly; (b) teaching the students sincerely; and (c) persuading parents of non-enrolled children to send them to school and keep a regular check that they attend their classes regularly.
- (c) If some elementary vocational training for boys and in handicrafts, tailoring, embroidery and knitting for girls is also arranged in the school, the parents will certainly feel attracted towards the school and will consider it gainful for their children.
- (d) The weak students irrespective of their socio-economic background must get adequate attention of teachers. All students should be treated equally irrespective of their background.
- (e) The teachers must be regular and punctual in attending the school. This will have a better impact on students as well as their parents. They will also realize that the time spent by children in school is purposeful.
- (f) To encourage education among the persons of the socially disadvantaged group it is desirable that



persons of this group should be given preference in the appointment of teachers particularly in areas having sizeable population of persons belonging to this group.

III. To attract the parents as well as children to the school the discussants also suggested a number of measures related to the school.

- (a) For smooth teaching the school should have an adequate building with one room for each class. It should be properly maintained.
- (b) The school should have minimum basic facilities such as, Mat/Durrie for seating of children and necessary furniture for teachers; a toilet; an India Mark II handpump for safe drinking water; some sports material; and, a play ground.
- (c) Since the schools generally lack attraction for children and parents both due to their inadequate buildings, insufficient, irregular, uncommitted teachers and its inadequate functioning the Pradhan, Gram Sabha Members, village and community elders should, therefore, take active interest in its working. This is likely to yield positive results. They can, then, effectively persuade parents to enrol their non-school going children to

school and see that they complete their primary education.

- (d) The location of the school should be at a convenient place, i.e. near the habitation, and its distance should not be more than a kilometre.
- (e) The road leading to the school should be safe and properly maintained by laying kharanja so that there is no water logging during rainy season.
- (f) The school should have one teacher for each class. The teachers should be trained.
- (g) There should be more female teachers than males. In any case, the school must have at least one lady teacher.
- (h) The school should have an Urdu teacher where parents want their children to study the language. The Urdu teacher should not be assigned the task of teaching of other subjects so that he/she can devote his/her full time to teaching the subject.
- (i) Due to the shortage of teachers student do not get their attention and weak students particularly girls suffer most. The number of students per teacher should, therefore, be reasonable.

- IV. The participants in the FGD also suggested some modifications in the language and contents of the text books :
- (a) Lessons more relevant to social, cultural and economic life in rural areas should be included in the text books.
  - (b) Use of difficult words in the text should be avoided.
- V. Some of the suggestions of the participants with regard to the working of the school were also related to the Gram Sabha. They included :
- (a) To maintain regularity and punctuality among teachers and their interest in teaching the responsibility of day-to-day administration and supervision of the school should be entrusted to the Gram Sabha.
  - (b) The Pradhan should also be given powers to write the annual confidential report of teachers.
- VI. A common complaint of the participants of FGDs was that the wheat distributed to the school going children was never more than 2.5 kgs. instead of 3 kgs. They therefore, suggested that instead of wheat the students should be provided mid-day meals in the school.

If the present scheme is to continue, its quantity should be increased to 5 kgs. and it should be distributed in the school under the supervision of the Head Master and the Pradhan.

The participants of the FGDs considered the above measures were important for improving the situation with regard to enrolment, attendance and drop-out. They thought that such measures will benefit the children in general and girls and those belonging to the identified socially disadvantaged group in particular.

**LEADING QUESTIONS ON WHICH THE VIEWS  
OF THE PARTICIPANTS ARE TO BE SOUGHT  
IN THE FOCUS GROUP DISCUSSIONS**

1. Do they feel education as imparted by schools to be important for their children?
2. Why are the girls being taken out of school more quickly than boys?
3. Why are tribal children being taken out of school more quickly than others?
4. What are the specific problems the children of identified socially disadvantaged group (SC, ST, Muslims) face in terms of schooling?
5. What are the problems girls of other group/children of the socially disadvantaged group face in school in terms of teachers attitude and peer group attitude?
6. What are the problems faced in the understanding of the course?
7. What are the problems the children in general and girls in particular that they face in terms of physical facilities?
8. What do the participants of FGD feel about different schemes that are in operation for school going children in these areas?
9. What are the expectations from the school system?
10. What are the ways to overcome the constraints they experience?
11. In what ways the community can participate in overcoming the constraints?

- 6.2 If any boy/girl of 6-11 years age in your family is not enrolled in school, please state reasons for his/her non-enrolment :

Boys Girls

1. Long distance of school from the village
2. No interest of the child in education
3. No utility in sending to school
4. Poor economic condition of family
5. Too early to send him/her to school (age)
6. Insincere teachers in school
7. Inconvenient school timings
8. Needed in family occupation
9. Needed for household work
10. Needed for care of younger children
11. No lady teachers in the school
12. Others (specify)

### Regularity in School

7. If children in 6-11 years age group are enrolled in school, do they attend their school regularly?
- Boys : Yes/No                      Girls : Yes/No
8. How many days did they attend the school last month?
- Boys :                                      Girls :
9. What do they do if they don't attend their school?
- Boys :                                      Girls :
- 9.1 If they don't do anything during their absence from school, please specify reasons for their non-attendance?
- Boys :
- Girls :



Drop-Outs

10. Has any child in your family left the school without completing studies?

Yes/No

- 10.1 If yes, please give details about him/her:

Name of the child	Sex M/F	Class in which dropped	Age at which dropped
1.			
2.			
3.			
4.			

11. What were the reasons for your children dropping out of school?

Boys Girls

1. Inability to bear school expenses
2. Household work
3. Looking After siblings
4. Engagement in earning to improve family's economic condition
5. Opposition in family over sending of young girls to school
6. No lady teachers in the school
7. No utility of school education
8. Child's lack of interest :
  - a) Bad company of non-school going children
  - b) Disinterested in education
  - c) Failure in examination
9. Illness
10. Inconvenient school timing

11. Teacher's indifferent attitude towards students
12. Harsh behaviour of teacher
13. Irregular/Uncommitted teacher
14. Waste of time - no proper teaching in school
15. Others (specify)

12. Would you like to send your non-school going child/girl to school and see that he/she completes studies?

Yes/No

- 12.1 If yes, under what conditions it will be possible for you?

Boys Girls

1. Enrolment of non-school going children
2. Regularity in attendance
3. Completing the school education

13. Is any of your school going child/girl getting any assistance from school?

Yes/No

- 13.1 If yes, what?

14. On whose schooling you put more stress?

Daughters :      Sons :      Both :      None :

- 14.1 If son, what are the reasons?

1. A son is to get educated as he is to earn his bread
2. A son needs education to add to the family income
3. A son's education is important for the parents as he is to maintain them in their old age.
4. A son's education adds to the status of the family
5. The community gives prime importance on the son's education
6. If any other, please specify:

14.2 If stress not on the daughter's education, what are the reasons?

1. Marriage is the 'be-all and the end-all' of a daughter's life
2. A daughter normally depends upon her spouse for her livelihood
3. A daughter cannot digest the contents of education
4. A daughter's education does not add to the status of the family
5. Getting a suitable match for an educated daughter is problematic
6. If any other, please specify.

14.3 If you are giving importance on your daughter's education, give reasons:

1. An educated girl can become self-reliant and confident
2. Education increases the employment opportunity for the girl
3. An educated daughter can fetch a higher bride price/Mehar
4. The amount of dowry will be lessened for an educated girl
5. An educated girl can ensure education for further generations
6. Education of a girl can improve the health and nutritional status of the family members
7. Education can make the girls and women conscious of their legal rights in the society
8. Education will prepare the girls for decision making process in all walks of life. For example, family, panchayats and legislatures and will prepare them to take up leadership roles in the society

9. Education can bring health consciousness among the girls and as such can reduce the family size and put a check on maternal and infant mortality
10. Education can hike the age of marriage
11. If any other, please specify
15. Please give your suggestions on the following questions:  
Do you want any change to be brought about in the present education systems of the school?  
Yes/No
- 15.1 If yes, please specify
16. Do you want any change to be brought about in the present curriculum?  
Yes/No
- 16.1 If yes, please specify
17. Do you want any change to be brought about in the society which will encourage the girls to go for education?  
Yes/No
- 17.1 If yes, please specify
18. What more supportive mechanisms you are expecting which can promote education for your children?
- a) For the girls
  - b) For the SCs
  - c) For the STs
  - d) For the Muslims